

Ashlands Primary School PSHE Policy

"Where every child has the chance to shine"

This policy embodies our Ethos Statement – Safe Children at Ashlands

This policy was updated in October 2022. It recognises the importance of Personal, Social, Health and Economic (PSHE) education, how it is an integral part of a child's education and how it plays a hugely important role in the complete development of each pupil. 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 them for life and work in modern Britain.

PSHE is a planned, developmental programme of learning opportunities and experiences through which children acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. Crucial skills and positive attitudes developed through comprehensive PSHE education are critical to ensuring children are effective learners.

Aims and Objectives

At Ashlands, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We aim to develop every child as an individual, facilitating academic and social learning so that children of all abilities can achieve their full potential and enjoy learning, thereby developing as confident, enquiring and independent members of society. Through our broad PSHE programme, we aim to develop children's understanding of identity, relationships (including different types), the development of a healthy lifestyle, diversity and equality along with human rights.

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.

Ashlands' PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE programme, built around a spiral curriculum of recurring themes, designed 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.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners

What we teach

At Ashlands, we follow the scheme of work SCARF, by Coram Education. We have chosen SCARF as 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.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an 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. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

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

PSHE lessons are taught once a week, for a minimum of 30 minutes, in their timetabled PSHE lesson. Lessons take place throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

Alongside our PSHE curriculum, aspects of PSHE will be woven throughout the broader curriculum and daily school life. Opportunities for this include: helping children to make healthy food choices, encouraging them to be physically active at break times through free sports clubs, pupil voice in our Student Council and our computing curriculum which includes E-safety and staying safe online. We also invite a range of outside visitors to enhance our PSHE provision. These include: our local PCSO, Road Safety officers, First Aid trainers and educators from CORAM Education who deliver puberty and sex education sessions.

Assessment

Assessment of PSHE is collected throughout lessons. This takes place by questioning children, observing activities and collecting examples of work in children's books. For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both the teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

Inclusion

We recognise the right for all pupils to have access to PSHE education which meets their needs. The teaching of PSHE at Ashlands is free from bias or generalisation in respects of gender, class, race or disability. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

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. Some sessions in Years 5 and 6 may be taught in separate sex groups (the same content taught to each group) depending on the needs of each individual year group.

Ashlands 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.

Please request to see the school's policy on RSE, anti-bullying, equality and inclusion for further information

Safeguarding

Ashlands are committed to ensuring the safety, security and well-being of the children at all times; this includes helping the children to keep themselves safe. Due to the nature of PSHE, children may disclose personal information. Staff will respond to these disclosures appropriately. Any information disclosed to staff which raises concern for the child's safety, will be communicated to the designated person as soon as possible or logged on CPOMS.

At the beginning of each school year, each teacher will establish clear ground rules with their class. This is one way of ensuring a safe teaching and learning environment. The ground rules will be kept to consistently and revisited throughout the lesson.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Sam Wood or the Headteacher.

Review

This policy will be reviewed in ____ by the PSHE coordinator alongside the Headteacher. This will ensure that Ashlands continue to meet the needs of pupils, staff and parents, and that it is still in line with current DfE guidance.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____