



*'Aim High, Succeed, Be Happy.'*

PSHE Policy		
Date	Review Date	Coordinator
May 2023	May 2024	Mr D. Mitchell
<p><b>Introduction</b></p> <p>At West Meadows Primary School, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of society. It allows children to understand how they develop personally and socially, and addresses any issues or questions that may arise during their formative years. We follow a broad approach to learning about the rights and responsibilities a 21<sup>st</sup> century member of society, allowing our children to develop their own views of modern society. We aim to encourage our children to begin to understand and secure a sense of self-worth and to lay a foundation of skills that will last a lifetime.</p>		
PSHE Curriculum Intent, Implementation and Impact Overview		
<p>The intent of our PSHE curriculum is to deliver a curriculum that is accessible to children of all ages and academic ability with hopes of maximising knowledge and understanding. As a result of this, our children will become healthy, independent and responsible members of society. This will be implemented by creating a programme of study that is bespoke to our school and all our children. The two main core themes of our PSHE programme of study focuses on:</p> <p><b>Relationships Education and Health Education.</b></p> <p>A third core theme: <b>Living in the Wider World</b> is also an integral aspect of our curriculum.</p> <p><b>Relationships Education:</b></p> <ul style="list-style-type: none"><li>• Families and people who care for me.</li><li>• Caring friendships.</li><li>• Respectful relationships.</li><li>• Online relationships.</li><li>• Being safe.</li></ul> <p><b>Health Education:</b></p> <ul style="list-style-type: none"><li>• Mental wellbeing.</li><li>• Internet safety and harms.</li><li>• Physical health and fitness.</li><li>• Healthy eating.</li><li>• Drugs, alcohol, and tobacco.</li><li>• Health and prevention.</li><li>• Basic first aid.</li><li>• Puberty.</li></ul>		



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### Impact

Through teaching PSHE under the new government guidelines and 1decision, we aim to provide an inclusive curriculum which will reflect our children's increasing independence and physical and social awareness. It builds on the skills that pupils acquire during EYFS to develop effective relationships, assume greater personal responsibility and manage personal and social safety, including online. PSHE shows Upper Key Stage 2 children how to cope with the body and mind changes of puberty and will cement skills learned throughout their time at West Meadows.

At West Meadows Primary School, we have identified key intentions that drive our PSHE curriculum. They are as follows:

Intent	Research Link	Implementation	Impact
<p><b>1<sup>st</sup> Intention:</b>  <b>To create and build upon a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills that will enable our children to access a wider curriculum. This will also be key in the preparation to become a global citizen both now and in their future roles within the ever-changing community.</b></p> <p>To prepare and produce a curriculum with befitting subject knowledge, skills and understanding. To also coincide with the duties of the National Curriculum in which schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for</p>	<p><b>PSHE Association introduction states:</b>  <i>'PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.'</i></p> <p><b>PSHE Association evaluated research 'PSHE Academic Attainment and Employability.'</b> There is developing evidence to suggest that the skills and knowledge acquired through PSHE education has a significant impact on pupils' academic achievement, employability and future life choices.</p>	<p><b>Clear and comprehensive scheme of work in line with the National Curriculum</b>  The PSHE curriculum has three core learning themes:</p> <ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Relationships</li> <li>• Living in the wider world</li> </ul> <p>Within this, it also incorporates the Relationships and Sex Education (RSE) curriculum 2020.  <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a></p> <p><b>Knowledge Organisers</b>  All children to have access to key knowledge, language and definitions to help understand all aspects of PSHE.</p> <p><b>A centralised PSHE display board</b> to outline school focus materials.</p> <p><b>Focused PSHE working walls</b> throughout school to showcase children's knowledge and understanding.</p> <p><b>Assemblies</b>  Weekly whole school, key stage and/ or individual class assemblies, with links to PSHE, British Values (BV), Spiritual Moral Social and Cultural (SMSC).</p> <p><b>Wider curriculum</b> links to be made throughout all subjects to PSHE, BV, SMSC.</p>	<p>Children to develop a healthier attitude towards school. E.g.</p> <ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Better understanding of expected behaviour</li> </ul> <p>Children to have an appreciation of PSHE, British Values, Tolerance, Mutual Respect and the law.</p> <p>A high percentage of children will achieve age related expectations across the wider curriculum in addition to the core subjects.</p>



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the opportunities and responsibilities and experiences for later life.'			
<p><b>2<sup>nd</sup> Intention:</b>  <b>To incorporate RSE within the PSHE curriculum so that children understand how to stay safe and develop and maintain healthy relationships both now and in the future.</b>          To design and develop an RSE scheme of work to allow pupils to explore and understand the complexity of the different relationships they will experience throughout their lives.</p>	<p><b>PSHE Association research states:</b></p> <p>"Produced in partnership with Child Exploitation and Online Protection Centre (CEOP), this report outlines 11 key principles of effective practice in prevention/ preventative education."</p>	<p>Age appropriate, comprehensive schemes of work within the PSHE curriculum in line with the new recommendations of teaching RSE curriculum.</p> <p>"The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." - Direct quote from: <a href="#">statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education</a>.</p> <p>RSE schemes of work will be explicitly resourced.</p> <p>To ensure pupils become increasingly aware of the purpose of RSE and its importance throughout life.</p> <p>Parental Consultation.</p> <p>Parents/ carers will be informed of all RSE topics taught prior to teaching by means of:</p> <ul style="list-style-type: none"> <li>• Parent meetings/ assemblies</li> <li>• Outline of lessons to be taught</li> <li>• Letters home</li> </ul>	<p>Children will develop essential life skills.</p> <p>Children will understand and be able to maintain healthy relationships both now and in the future.</p> <p>Children will have a positive body image.</p> <p>Children to understand age related physical changes their body will show.</p> <p>Children will have a greater respect for themselves and their peers.</p>

### The Teaching Sequence of PSHE

PSHE is taught weekly through whole class lessons, small group-based sessions (with Learning Mentor) and assemblies. Units of work for every year group must include:

<b>West Meadows Primary School. Teaching Sequence in PSHE</b>	<p>Step 1 – outlining the PSHE learning that will take place. Starting with what the children:</p> <ul style="list-style-type: none"> <li>• Know</li> <li>• Understand</li> <li>• Able to do</li> <li>• Able to say</li> </ul>
	<p>Step 2 – Review and re-visit most recent PSHE learning.</p>
	<p>Step 3 – Identify key vocabulary (including definition) to be used throughout the subject.</p>
	<p>Step 4 – Provide relevant and realistic information to reinforce positive social standards.</p>



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	Step 5 – Positively allow opportunities for child lead interactive learning, facilitated by the teacher.
	Step 6 – Proactively offer opportunities for children to make real decisions about their lives. To take part in realistic scenarios to help with their decision-making process. To understand that decisions made will have consequences. To be able to take responsibility for their decisions.
	Step 7 – Individual and peer-based reflection on recent learning.

The above aspects must be evident within the implementation of the PSHE curriculum, in order for the children to know, remember and understand what is required in regards to PSHE.

As a school, West Meadows Primary believe that children will benefit from teachers using a wide range of teaching and learning styles. For example:

- Class based discussion.
- Small group-based discussion.
- Role-play.
- Game-based learning.
- Investigatory activities.
- Problem-solving activities.
- Outdoor/ PE-based learning.
- ICT led activities.

At West Meadows Primary School, our children have an endless opportunity to have their voices heard, this allows them to influence their day-to-day school life. Children have many means of expressing their opinions/ worries etc.

These include:

- School council (peer elected representatives)
- Suggestion/ worry boxes in classrooms
- Regular correspondence (newsletters, Twitter, school website, reports, questionnaires etc.)
- Parents' evenings
- Face to face with any staff member
- Recently introduced Anti-Bullying Ambassadors

Also, at West Meadows, we refer to the community as 'Our Wonderful Community'. This, along with an incredible level of communication, allows the children to meet and work with members of the community, such as emergency services, local church, local supermarket, parent and children workshops and the local secondary school.



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### **Pedagogical approaches to Teaching PSHE within the new statutory guidelines.**

*"The relationships and health aspects of PSHE education will be compulsory in all schools from 2020. In June 2019, the Department for Education launched the final statutory guidance to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020." (PSHE Association, January 2020)*

Behaviourism	Direct teacher instruction; modelling of skills, use of appropriate vocabulary in context and techniques; demonstration.
Constructivism	Enquiry-based learning.
Social Constructivism	Teacher modelling; questioning; independent, paired and grouped-based learning.
Liberationism	Child led learning with showcase opportunities.

### **PSHE Scheme of Work and Resources**

The PSHE curriculum focusses on three core learning themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The core themes are taught whilst incorporating the RSE policy, British Values and SMSC.

West Meadows Primary School use the 1 Decision scheme of work to deliver PSHE. Links can be found on the school website.

### **Time Allocation**

PSHE is timetabled a minimum of 1 hour per week for whole class learning. At least one PSHE/ RSE/ British Values/ SMSC assembly to be presented to each Key Stage once a week. Additional one to one/ small group wellbeing sessions will be always available throughout the academic year.

### **Reasonable Adjustments to PSHE**

As a school, we recognise and understand the importance of inclusion. Therefore, we will ensure that all children with identified Special Educational needs and/ or Disabilities will be able to confidently access all aspects of the PSHE curriculum and will adjust to suit their individual needs. All adjustments will be made under the supervision of the SENDCO and Headteacher. Parents will be notified of any adjustments made and will have a say during the decision-making process.



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### **Equal Opportunities**

PSHE follows the St Mary's Academy Trust (SMAT) Equality Policy.

<https://westmeadows.org.uk/wp-content/uploads/2020/06/Equality-Statement-Policy-and-Objectives.pdf>

<https://westmeadows.org.uk/wp-content/uploads/2020/06/Equality-Statement-for-Pupils-2019.pdf>

### **Responsibilities**

The School PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of PSHE whilst ensuring the children know, remember and understand more about PSHE related topics.
- The implementation of the policy.
- Presentations to staff during INSET to outline the school plan.
- Providing appropriate feedback to staff.
- Writing an annual action plan for The School Improvement Plan and evaluating current progression.
- Attend regular courses to maintain and build on knowledge that will be presented to staff each time.
- Implementing new 'child-friendly' policies and procedures.