

**PSHE Policy**

**Lidget Green Primary School**

PSHE is a non-statutory subject but is an important part of all pupils’ education and a necessary part of safeguarding. The promotion of pupils’ personal development is a fundamental aspect of education and underpins all other learning. Personal, Social, Health and Economic Education is central to the development of the pupils at Lidget Green Primary School.

**Purpose of the policy:**

The purpose of this policy is to ensure, that all staff at Lidget Green Primary School understand the value placed on the teaching of PSHE, and to establish and maintain a consistent approach across the school which raises the attainment of all children. The policy should be read in conjunction with the RSE policy.

**Intent**

We believe that PSHE plays a vital part in primary education so, as well as discrete lessons, it is embedded throughout the curriculum. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach our children about how society is organised and governed and ensure that the children experience the process of democracy through participation of the School Council. We teach children about their rights and about their responsibilities, and our yearly enterprise week allows pupils a greater appreciation of finances and the link between money and work.

PSHE is an important part of school assemblies where children’s spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. We participate in and promote national events such as:  Mental Health Awareness Week, Anti-Bullying Week and Internet Safety Week.

At Lidget Green, we aim to enrich learning experiences - visits, visitors, workshops and residentials, help develop children’s understanding of the wider world, while building confidence, self-esteem and enhancing the love for learning.

**Aims**

The aims of our PSHE curriculum are to enable the children to:

• Know and understand a healthy lifestyle

• Be aware of safety issues

• Understand what makes for good relationships with others

• Have respect for others

• Be independent and responsible members of a community, such as school council

• Understand what is meant by ‘Democracy’ and be positive and active members of a democratic society

• Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

• Develop good relationships with other members of the community

• Actively promote British Values

**Implementation**

**Teaching and Planning**

Lidget Green Primary School has adopted a scheme of work ‘You, Me, PSHE’: this is a clear and progressive scheme which supports the teaching of PSHE education in Key Stages 1 and 2. The planning resource includes lesson plans, whole school and year group curriculum overviews, assessment activities and resources for teachers to use in lessons. The curriculum overviews enable teachers to track topics across the academic year alongside relevant learning expectations.

Each topic in the resources incorporates activities to establish the starting point of learners and assess progress. The topics included are:

* Drug, alcohol and tobacco education
* Financial capability and economic wellbeing
* Identity, society and equality
* Keeping safe and managing risk
* Mental health and emotional wellbeing
* Physical health and wellbeing
* Living and growing

Planning is responsive to class and pupil needs and decisions may be taken to explore one aspect in greater depth, or move on, as dictated by the needs of the class/cohort. From whole class sessions, the class teacher or Learning Mentor may follow up certain themes with individual pupils in more detail dependent on need.

**Early Years Foundation Stage**

In the Early Years, PSHE is taught as Personal, Social and Emotional Development (PSED) and is also a part of all the strands. PSED/PSHE also promotes and encourages the key characteristics of effective teaching and learning:

• playing and exploring

 • active learning

 • creating and thinking critically

**Learning environment and ground rules**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We create a safe and supportive learning environment by enabling each class to establish ‘ground rules’ that are agreed at the beginning of the year and are reinforced in every PSHE lesson. Teachers and children will devise their own ‘ground rules’ at the beginning of the year so that they have ownership of them. These will need to include the aspects below:

* We take turns to speak
* We use kind and positive words
* We listen to each other in a supportive manner

**Assessment**

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively. A variety of strategies, including questioning, discussion and marking, are used to assess progress. Teachers’ continuous formative assessment is used to identify what is taught next.  Teachers record assessments for PSHE on the school’s tracking system, Target Tracker, as each unit is taught and is reviewed at each data point throughout the year

**Monitoring**

PSHE is monitored in-line with other foundation subjects. The Subject Leader will be allocated time during the academic year to monitor the subject across the phases. This will focus on PSHE specific teaching and learning with reference to how we teach PSHE (see above) and may include: classroom observations, interviewing children and adults, planning, and looking at children’s work. Results of monitoring will inform the Subject Leader’s action plan. Discussions are held with staff and pupils to inform future planning enabling high quality, responsive PSHE teaching to be delivered.

**Working with visitors and other external agencies.**

 Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil’s perceptions. When visitors are used to support the programme, the school’s policy on use of visitors will be used. A teacher will be present throughout these lessons. Before involving visitors, teachers will ensure that:

∙ the visitor understands the school’s confidentiality policy, values and approach to the educational programme.

∙ there is appropriate planning, preparatory and follow up work for the sessions.

 ∙ the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection.

∙ the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have.

**Inclusion and equal opportunities**

 All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom. We promote the needs and interest of all pupils. The school’s approaches to teaching and learning consider the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision.

**Safeguarding and Child Protection**

 PSHE plays a very important part in fulfilling the statutory duties that the school has to meet and the PSHE policy is closely aligned to the school’s safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and staff would report this using the school’s safeguarding systems and inform a Designated Safeguarding Officer immediately. All adults involved in PSHE delivery need are aware of the pastoral system and the safeguarding arrangements that are in place.

**Impact**

Our teaching of PSHE will lead to children meeting the standards of attainments across the school and those that are expected of our children nationally. Children will each make progress relative to their own individual starting point. The implementation and impact of the PSHE curriculum is assessed across school to ensure that children are provided with the best possible chance at succeeding. We strive to ensure that by the end of their time with us at Lidget Green each child will:

* Recognise and apply the British Values
* Be able to recognise, understand and manage their own emotions
* Understand who they can rely on and ask for support.
* Look after their own mental health and ask for support where necessary.
* Be on their way to maintaining a healthy lifestyle.
* Recognise differences and have an understanding of diversity.
* Apply learnt skills in real life situations
* Demonstrate self-confidence and self-esteem.
* Have developed and maintained healthy relationships with peers and adults.
* Show respect to themselves and others

* Approved by SLT
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