



Holywell Village First School

School Vision and motto:

'Making Learning an Adventure'

At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

PSHE (Personal, Social, Health and Economic) Policy

Policy Aims and Objectives

Our PSHE programme of education is underpinned by our school ethos and values, which aim to produce resilient, independent informed and active future citizens who demonstrate good communication and social skills. The aims of this policy are to ensure our teaching and learning in PSHE gives pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. To ensure that all children have access to a high quality PSHE education, which support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

This is in line with the aims of the New National Curriculum section 2.5: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

Purpose

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, having empathy for others and developing the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

The purpose of PSHE is also to ensure pupils understand and demonstrate **British Values**:

- **Tolerance of those of Different Faiths and Beliefs**
- **Mutual Respect**
- **Individual Liberty**
- **The Rule of Law**
- **Democracy**

Curriculum content

We follow The PSHE Association Programme of Study based on three core themes:

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

Following this scheme, our PSHE learning offers opportunities and experiences which reflect the increasing independence, physical and social awareness of learners as they move through the primary phase. PSHE is taught by active learning, enquiry, discussion and participation to allow learning opportunities to:

- be based on a culture of high expectation
- build on what learners already know, reflecting their expressed needs
- be developmentally appropriate and culturally sensitive
- allow time for learning to both take place and to be consolidated.

Whilst the programme distinguishes three core themes, learning from one area may be related and relevant to other areas. Therefore, when planning sequences of lessons teachers draw from more than one core theme where appropriate. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Structure of Teaching and Learning

Each class teacher delivers the PSHE curriculum to their own class. This is generally delivered through a weekly lesson of approximately an hour. Lessons usually take place in the classroom but where appropriate there is access to the hall and outdoor space. Some aspects of PSHE education will be met through cross-curricular lessons e.g. Science and Religious Education, and activities as part of our creative curriculum. PSHE is also delivered through whole school assemblies.

Each class teacher is responsible for planning the medium term and weekly planning. Where appropriate, PSHE is delivered through a Creative Curriculum. Key skills, attributes, knowledge and understanding and attitudes for the Three Core areas: 'Health and Wellbeing', 'Relationships' and 'Living in the wider world' for PSHE are mapped across the school year and key stages to ensure continuity and progression. Curriculum coverage is reviewed yearly during whole school planning. SEAL (social and emotional aspects of learning), Anti-bullying, Drug and RSE resources are available to support teachers' planning and delivery.

The programme of study is used flexibly by teachers to plan the sequence of lessons according to pupils' development, readiness and needs taking into account prior learning, experience and understanding.

Moral and spiritual issues are addressed in assemblies and through the general school ethos. Our scheme addresses the issues of personal safety. We ensure opportunities are available for children to confide in adults by providing named people who will help them e.g. At lunch time you tell the dinner supervisor. At playtime you tell the Learning Support adult. We also provide 'Nurture' to support individuals or small groups for structured and needs led sessions by a qualified ELSA member of staff. Our scheme addresses community, drug awareness, health, rules and laws, environmental issues, rights, government, fairness, justice and social behaviour which are built into our age appropriate planning cycle. Children are also taught about different religions and cultures.

Our scheme of study for health education, relationships and sex, personal safety, equal opportunities and drug awareness are addressed for each key stage. Every year of our two-year cycle we do a half-termly project on Being Health/Keeping Safe. This is where we teach our Drug Education lessons which show progression and continuity from EYFS to Year 4.

Relationships we look at LGBTQI+ relationships at an age appropriate level taking a Literature Works approach through an age appropriate book for each year group. Every year we choose an element of PSHE learning to complete a whole school project where the whole school is completing their learning at the same time e.g. 'Different Families, Same Love' or 'My Identity'. Every year we do work on Bullying which includes Homophobic and Cyber Bulling (ICT) this correlates with the National Anti-Bullying Week. Every other year we do a half-termly project 'Dragon's Den' which develops children's economic awareness. Children are also encouraged to take an active role in the community.

Feelings and Emotions

Our whole school approach uses Emotion Coaching to support our PSHE learning in this area. In Early Years and Keystage 1 we use the 'Colour Monster' to support our knowledge and understanding and in Keystage 2 we use 'Inside Out'. Each class has an emotion check in station which children use to help them to begin a conversation about any feelings/emotions/situations they need support with.

We use the spiral curriculum to develop skills and knowledge at an age appropriate level starting with our youngest children as they come into Nursery and following through each year group

- to recognise and name their emotions
- to recognise what others might be feeling
- to manage their emotions
- to ask for help with feelings
- to recognise that feelings can change over time
- to understand the importance of expressing feelings
- to understand how to express feelings in different ways.

Assessment strategies and record keeping

On-going assessment through self, peer and teacher evaluation informs future planning. A range of assessment tools are used to record achievements and progress in understanding, attitudes and skills. Whole class or individual assessments are undertaken at the beginning of some units covered in the PSHE curriculum and revisited at the end to highlight the learning and change of attitudes and beliefs. Each class has a PSHE Floor Book, which documents the learning in PSHE with some pre and post assessments, pictures, children's work and comments. At the end of each half-term a 'Best Fit' Assessment Grid is completed by the class teacher to show the children's progress against the key learning objectives. These are given to the PSHE Coordinator for monitoring purposes. End of year Reports to Parents report on children's achievements in and attitudes towards PSHE.

Entitlement and Equality of Opportunity

All children, regardless of circumstances, have the right to a high quality PSHE education as part of the curriculum. Our PSHE scheme is broad and balanced, is accessible to and meets the needs and interests of all pupils. All children can access PSHE in their own unique way, whatever their background or circumstances. We will ensure that PSHE is available and accessible for all our children. Our PSHE learning is a way in which we can address diversity issues.

Differentiation

All pupils are supported in their PSHE learning through curriculum content and presentation, which is matched to need.

Role of the subject leader

The subject leader will co-ordinate, monitor and evaluate all PSHE activity within the school. This includes reviewing the subject development plan with the staff and governors on a yearly basis, mapping a yearly overview of the subject, addressing staff training needs, auditing and maintaining resources, and disseminating any information to the leadership team and other staff. The Subject Leader has the opportunity to observe PSHE Curriculum delivery through undertaking Learning Walks in conjunction, when possible, with the Governor for PSHE. This is then shared with staff and reported to the Governors. Any needs, CPD or resource needs are identified and addressed.

Resources

Teachers have their own PSHE Resources including: SEAL resources, Health and Safety materials, PSHE Association Toolkit, Drug Education lessons and resources, RSE lessons and resources. Some materials are stored centrally for all teachers to access as they need. Requests for new or replacement resources are referred to the Headteacher.

CPD and INSET training for staff

All staff delivering national curriculum PSHE are entitled to CPD. Staff training needs will be reviewed yearly.

Policy Availability

Our PSHE policy is available to parents and carers via our School Website. See also RSE Policy Relationships and Sex Education Policy.

PSHE Policy Produced

8th May 2023

PSHE Policy Review

Autumn 2025

Signed Chair of Governors **Date:**