



LANGLEY PARK PRIMARY SCHOOL

PSHE POLICY – April 2020

As a Rights Respecting School, we believe that the United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the school. In implementing this policy, we pay particular regard to the following Articles from the UNCRC:



Article 29

'Education should develop each child's talents and personality to the full. It should encourage children to respect their parents and their own and other cultures.'

Article 24

'Children have the right to good quality health care, to clean water, nutritious food and a clean environment so they will stay healthy.'

Article 12

'Children have the right to say what they think should happen, and to have their opinions taken into account.'

Introduction

"PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society."

(The PSHE Association)

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares the pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy conforms with requirements and guidance in:

DfE 2019 – Relationships education
Relationships and sex education
Health education

Rationale

At Langley Park Primary School, we acknowledge that PSHE is more than merely a discrete subject to be taught; it plays a significant role in our pupil's ability to learn and achieve. It also provides opportunities for the personal development of the individual within their communities and the wider world. PSHE, SMSC and the Rights Respecting agenda are all embedded throughout daily life at Langley Park and the interweaving values that they promote create the philosophy that underpins the ethos of the school.

Aims and Objectives

The aims are to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues, including the dangers of drugs and alcohol;
- understand the importance of developing good relationships with others;
- understand and manage emotions;
- respect others and value themselves;
- acknowledge and appreciate difference and diversity;
- be independent and responsible members of the school and local community;
- be active and positive members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- safeguard the environment;
- develop spiritually, morally, socially and culturally

The PSHE programme focuses on three **core themes** that will be taught flexibly, as recommended by the PSHE Association. These are:

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

Pupils acquire the necessary knowledge, understanding, values and essential skills they need in order to reach their full potential as individuals and within the community.

Organisation and Content

At Langley Park Primary School we teach PSHE in a variety of ways. In some instances we teach it as a discrete subject. Some of the time we introduce it through other subjects. For example, as there is a large overlap between the programme of study for Religious Education and the aims of PSHE, we teach some elements through our religious education lessons. Wherever possible, PSHE is taught as part of the wider curriculum, particularly: Citizenship, Science, Computing and PE.

The DfE have specified what pupils should know by the end of primary school see Appendix 1 and 2

Overview of Relationships Education:

- Families and people who care for me.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Overview of Health and Mental Wellbeing Education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Appendix 3 shows the PSHE Framework (using the PSHE Association document) and these core themes and learning objectives are available in the **Curriculum Maps** for each year group.

The PSHE curriculum is taught by teachers, teaching assistants and with input from other agencies (this is not an exhaustive list..) eg. School nurse, PDSA, Community police, pedestrian training, cycling proficiency, safety carousel, Internet safety advisors, Charity workers, medical input eg.healthy eating, dental care.

PSHE in EYFS- see document from EYFS lead- Appendix 4

As part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the Foundation Stage when we teach 'how to develop a child's knowledge and understanding of the world'

Assessment, recording and reporting of progress

In every lesson there will be opportunities for teachers to undertake some Assessment for Learning.

In addition to self/peer assessments, at the end of each termly block, teacher assessments can be recorded in the Foundation Assessment files. These records are brief- It is assumed that most pupils will have made expected progress throughout the unit. Notes will be made when pupils are very high achievers who have exceeded expectations. There may also be some lower achievers who have not made the expected progress. Teachers will keep records of such pupils and all assessment information is used to plan and support any subsequent learning.

Pupils' overall progress will be monitored by the subject lead and SLT.

Inclusion

PSHE has relevance for all pupils regardless of age, gender, ethnicity or ability. The school's PSHE programme will be subject to the guidance and recommendations set out in the appropriate DfE, LEA and school policy documents.

Pupils with Special Educational Needs

All pupils will access the PSHE programme, subject to differentiation according to their individual needs and in accordance with the schools SEND policy.

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Monitoring and Evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Work and planning scrutinies
- Pupil and teacher evaluation of the content and learning process (Pupil Voice)
- Staff meetings to review and share experience

Continuing Professional Development

In-service training will take place in accordance with school policy for staff development. Support for teaching and understanding of PSHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

External Links

Support from outside agencies is an integral and valuable part of the PSHE programme. A carefully planned programme of visits into and visits out of school will extend and enhance pupils' experience.

Review

This policy will be reviewed annually. **Next review: April 2021**

This policy should be read in conjunction with the following school policies:

Child Protection Policy, Positive Relationships Policy, Anti-Bullying Policy, RSE Policy, Child Protection Policy, SMSC Policy, British Values Policy, Inclusion Policy

Reviewed by: Mrs C. Turner (April 2020)