



## **PSHE Policy**

## Intent –

At Brookdale Primary school we are committed to enabling our pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. The needs and interests of all our pupils, irrespective of gender, culture, ability or aptitude, will be promoted through the inclusive and varied PSHE curriculum at our school. We intend on delivering a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils for the opportunities, responsibilities and experiences of later life
- helps to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education)
- promotes our core values of Respect, Friendship, Compassion, Teamwork, Determination and Responsibility
- can help our children develop their understanding of the 12 golden threads which run through our curriculum: Democracy, Exploration, Belief, Justice, Innovation, Civilisation, Freedom, Sustainability, Community, Diversity, Adaptation, Family
- supports and complements school policies on: Child protection/safeguarding, Extremism, Bullying, Relationships and sex education, Online safety
- links to knowledge gained and learning in other subjects. PSHE gives pupils the opportunity to consider what the knowledge they are acquiring and their understanding of it means to them, and to develop the skills and strategies they will need to apply this knowledge in their present and future lives
- Addresses diversity issues and ensures equality for all through the range of resources and materials used and situations discussed
- Helps children to develop a respect for the abilities of other children, encourages them to collaborate and cooperate across a range of activities and experiences.
- Engages all children and entitles them to the same high-quality level of teaching and learning opportunities.
- Is in line with the expectations set out in the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for 2020

The intent of the PSHE curriculum is outlined and detailed in the PSHE Progression map

## Implementation -

### EYFS

During the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. In the Early Years Foundation Stage (EYFS), it is our intention to relate the children's development in PSHE to the objectives set out in the Early Learning Goals which underpin the curriculum planning.

### Years 1 to 6

- Through Years 1 to 6, the guidance and materials from the PSHE Association Programme of study is used following a question-based model
- This Programme of Study sets out learning opportunities based on three core themes: HEALTH AND WELLBEING, RELATIONSHIPS, LIVING IN THE WIDER WORLD
- A spiral curriculum is offered in order to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.
- The teaching sequence of core themes and questions is planned, where possible, to help pupils answer the termly over-arching Big Question as it is important that pupils recognise their PSHE education as relevant and applicable across many important areas of their lives.
- In addition to the planned, recurring topics it is important that issues are addressed when they arise due to the needs of the children at a certain time including questions which may be asked. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns.
- Planned enrichment days can be used to develop and extend the school's planned PSHE education programme.
- Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education and so pupils are given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.
- Pupils bring differing levels of knowledge and understanding to any issue explored through PSHE education and often this prior learning is more complex than might be assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge.
- A safe learning environment is established within each class by having clear 'ground rules' and a confidentiality policy that is understood by all (adults and children).
- Teachers should be careful to ensure that they do not set up polarizing debates in PSHE lessons.
- It is essential that lessons are sensitive to a range of views but must ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This should include clear, impartial information.
- Each class has a PSHE floor book in which whole class, group and individual

work including writing, drawings and photographs can be presented and stored and is available for the children to access freely so they can revisit learning and concepts.

- Parents are aware that they cannot withdraw their child from Health Education or Relationships Education. Parents are encouraged to discuss any issues or concerns they may have about subjects covered in PSHE with the co-ordinator.

## Impact –

- The subject leader is responsible for reporting on standards in PSHE across the school to the governing body.
- Teachers in Year 1-Year 6 can keep on-going notes on subject assessment sheets. These notes along with evidence in class floor books and any end of unit assessments can be used to help inform teacher judgements at the end of the academic year (see assessment policy).
- We believe that assessment in PSHE provides opportunities for children to reflect on their learning and its implications for their lives as well as ensuring teachers know that learning has taken place and helps identify future learning needs.
- Foundation 2 staff make summative judgements termly by entering data into Tapestry and internal tracking sheets.
- Progress and achievement in PSHE are passed on to parents and carers at open evenings and in the annual report.



