



Worsbrough Common Primary School

PSHE POLICY

June 2020-2021

The delivery of the PSHE curriculum is taught following the guidelines provided by the **DfE** alongside the **PSHE Association**.

At Worsbrough Common Primary School, we are passionately committed to providing our pupils with the best possible start in life. We are driven to ensure that we support pupils' spiritual, moral, cultural, mental and physical development and help them to become a resilient responsible and happy individual that will allow them to be able to adapt to the changing world in which we live in. Through teaching PSHE, our pupils gain vital understanding of the world around them and learn how to thrive as individuals, family members and members of society. We believe that all children deserve to succeed and our ultimate goal is to have nurture-articulate, well informed children and to help them prepare for life's many opportunities and challenges.

INTENT:

- To deliver a relevant and ambitious curriculum that supports our pupils to understand the world around them.
- To provide an inclusive/safe environment that equips all children, including those with special educational needs and/or disabilities, to unlock their full potential.
- To foster inquisitive minds, providing opportunities for all children to question, choose, evaluate and argue rationally.
- To adequately prepare children for the next stage of their educational journey.
- To maintain high expectations of our pupils' behaviour and attitudes towards learning in school.
- To establish and maintain positive relationships between everybody in our school community including pupils, staff and parents.
- To maintain a culture of mutual respect and co-operation.

At Worsbrough Common Primary School we use the 'PSHE Association' program of study. The PSHE Association is the national body for Personal, Social, Health and Economic (PSHE) education, leading the effort to ensure that every pupil receives high-quality provision.

Their scheme is split into 3 core themes with 3 topic areas:

Health and Wellbeing	Relationships	Living in the wider world
<ul style="list-style-type: none">• Healthy Lifestyles• Keeping Safe• Growing and Changing	<ul style="list-style-type: none">• Health Relationships• Feelings and Emotions• Valuing Differences	<ul style="list-style-type: none">• Rights and Responsibilities• Taking Care of the Environment• Money

Overarching concepts developed through the curriculum:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and privacy, including online)
2. **Relationships** (including different types and in different settings, including online)

3. A **Healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk of self and others) and **safety** (including behaviour and strategies to employ in different settings, including online and in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the **Equality Act 2010**)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviors' including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

These will provide a relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. It is important that our pupils can see how the skills acquired through looking at one issue can be transferrable to other contexts. Our world is rapidly changing and whilst the content of PSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities that pupils may face in their future.

It is the overarching concepts and essential skills that will enable pupils to manage the challenges, opportunities and responsibilities they will now face in their future.

Implementation:

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi-sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

At WCPS we ensure we provide opportunities for children to personally develop by immersing themselves in another culture as well as providing an equality of opportunity so that all pupils can thrive together, is at the heart of our PSHE curriculum offer. We provide to the children through developing their understanding of the fundamental British values of: democracy, individual liberty, the rule of law and mutual respect and tolerance in order to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults in the 21st Century.

A customised curriculum which meets both the academic and pastoral needs of all our pupils is fundamental to our school ethos and vision, particularly PSHE.

PSHE Knowledge:

It is imperative that the children of Worsbrough Common Primary School know how to handle various situations they may encounter through daily life in order for them to grow into responsible, healthy adults who know how to keep themselves safe. As they make their way through school, pupils will build upon knowledge that is appropriate to their age using scenario-based teaching, to help them gain a sense of independence. By the end of KS2, pupils will have been taught a wide range of scenarios, which if encountered, can be handled appropriately alongside the skills they have acquired after identifying the scenario accurately.

PSHE Skills:

PSHE skills are taught from the moment children are born and this continues as they progress through Worsbrough Common primary School. The children learn to develop their ability to assess as well as empathise, which creates a set of skills that can be applied to new knowledge matched to their age. By building upon these skills, our pupils are able to face increasingly challenging scenarios in a variety of settings with maturity, resilience and good judgement.

Impact

PSHE is largely assessed formatively by the class teacher. By knowing the class well and establishing ground rules early on, the class teacher creates close, positive relationships with the children in which they are able to assess the understanding of the children during each topic. As our lessons are mainly discussion based, reflection questions are completed after a lesson to show progress throughout KS1 and KS2. Teachers will provide written and verbal feedback based on reflections of the children to challenge their thinking and extend them further. In Early Years Foundation Stage, we assess children's knowledge and understanding according to the relevant aspects of the Development Matters. The information gathered will inform subsequent teaching and learning.

As a school, we believe that reflection time is an important step in pupil learning and progress. We ensure that our pupils are given time to reflect upon their learning. Reflection helps us to recognise what and how we have learned and what we need to focus on in the future. Reflection should be about valuing and encouraging pupil involvement – getting them to share ideas, listen to each other and develop the confidence to join in.

Key Responsibilities for PSHE:

All staff

All staff will:

- Ensure that they are up to date with the school policy and curriculum requirements regarding PSHE.
- Attend and engage in professional development training around PSHE provision, including individual and whole staff training/inset, where appropriate.
- Attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used.
- Report back to PSHE Lead on any areas they feel are not covered or inadequately provided for in the schools PSHE provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs.
- Ask for support in this from SEND coordinator or the PSHE Lead, should they need it.

PSHE Lead:

- Review the PSHE policy on a yearly basis.
- Keep staff up to date on any policy changes.
- Ensure that all staff are able to access and deliver the scheme of work.
- Identify training needs and arrange or deliver said training.