

AYCLIFFE DRIVE PRIMARY SCHOOL



PSHE Policy

Curriculum Committee

**Updated September 2023
To be reviewed 2025**

Staff Responsible

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Personal, Social and Health Education (PSHE) Policy

How do we teach PSHE?

Intent:

At Aycliffe Drive Primary School we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. We have a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, Governors and the local community. We believe a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever-changing world and are exposed to an increasing range of influences.

As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. Personal, Social, Health and Economic Education (PSHE) are central to our school's ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. This is why we have worked hard to embed the PSHE curriculum and become a flagship school. Values are fundamental expressions of what we think and believe.

As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. PSHE education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children to reflect on, and clarify, their own values and attitudes and explore the complex and, sometimes conflicting, range of values and attitudes they encounter now and in the future. PSHE education is taught using the PSHE Association guidance as a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Further it can help reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. 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, empathy and 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.

Implementation:

PSHE education became statutory for all schools from September 2020 and we draw on the PSHE Association's framework to develop our school curriculum and ensure that it meets the needs of our pupils in today's changing society. The framework identifies the key concepts and skills that underpin PSHE education and help us to fulfil our statutory responsibility to support children's spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of life. PSHE education is integrated into curriculum plans for science, computing, citizenship and physical education; and is taught as a spiral programme based on three core themes to ensure learning in PSHE is revisited, reinforced and extended in age- and stage-appropriate contexts.

As part of its PSHE provision the school uses the **Jigsaw programme** which brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

Core theme 1: Health and Wellbeing

In Key Stages 1 and 2, pupils are taught:

What is meant by a healthy lifestyle?

How to maintain physical, mental and emotional health and wellbeing.

How to manage risks to physical and emotional health and wellbeing.

Ways of keeping physically and emotionally safe.

About managing change, such as puberty, transition and loss.

How to make informed choices about health and wellbeing and to recognise sources of help with this.

How to respond in an emergency.

To identify different influences on health and wellbeing.

Core theme 2: Relationships

In Key Stages 1 and 2, pupils are taught:

How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.

How to recognise and manage emotions within a range of relationships.

How to recognise risky or negative relationships including all forms of bullying and abuse.

How to respond to risky or negative relationships and ask for help.

How to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World

In Key Stages 1 and 2 pupils focus on ‘economic wellbeing and being a responsible citizen’ and are taught:

About respect for the self and others and the importance of responsible behaviours and actions.

About rights and responsibilities as members of families, other groups and ultimately as citizens.

About different groups and communities.

To respect equality and to be a productive member of a diverse community.

About the importance of respecting and protecting the environment.

About where money comes from, keeping it safe and the importance of managing it effectively.

How money plays an important part in people’s lives

A basic understanding of enterprise.

Emotional Wellbeing

At Aycliffe Primary School, we aim to promote positive Mental Health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

To support this, we have a designated person who runs the Pastoral Care programme.

Teaching and Learning:

PSHE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

As a health promoting school our culture places teaching and learning in the wider context of the schools’ approach to:

Leadership, management and managing change.

Policy development.

Learning and teaching, curriculum planning and resourcing.

School ethos, culture, environment and SMSC development.

Giving children a voice.

Provision of support services for pupils.

Staff continuing professional development (CPD), health and wellbeing.

Partnerships with parents/carers, local communities, external agencies and volunteers to support pupils' health and wellbeing.

Early Years Foundation Stage:

Personal social and emotional development in the EYFS. Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

Impact:

Recording and monitoring impact and outcomes:

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence, and physical and social awareness of our pupils as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our school uses the PSHE Association programme and **Jigsaw framework** as a basis for curriculum planning as well as the units of work. PSHE education is taught by class teachers who take responsibility for planning, resourcing and delivering the PSHE curriculum. Beyond the planned programme for PSHE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social development and economic education. These include:

- Assemblies of Celebration
- Circle time
- Sports clubs and participating in inter-school and county tournaments & competitions
- Drama and music activities and productions
- Residential visits and day trips
- Clubs - singing, drama, art & craft, mindfulness, first aid, yoga & active citizens
- Social and fund-raising events
- Theme days/events, for example Arts week, World Book Day, Subject days
- Mini enterprise projects
- Charity events
- Leadership opportunities, for example Playground Leaders, representatives on our School Council, Eco-school Council and PE & Sports leaders.

PSHE education gives children specific opportunities to explore the range of attitudes and values in society, and to consider the kind of society they want to live in. Through exploration and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.

A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.

A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.

These attributes also contribute to our understanding of British Values.

We also measure the impact of our curriculum through the following methods:

In PSHE education there are two broad areas for assessment:

Children's **knowledge and understanding**, for example, information on health, understanding of rules, understanding of health and safety procedures, and the **meaning of ideas** including democracy.

We also measure the impact of our curriculum through the following methods:

How well children can **use their knowledge and understanding** in developing skills and attitudes, for example through participating in discussions, group task and activities, managing conflict, making decisions and promoting positive relationships. Assessment in PSHE education should be active and participatory, helping children to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding. Children should learn to reflect on their experiences, ask questions, make judgements about their strengths and needs, and begin to plan how to make progress and set personal targets. Teachers assess children's work in PSHE education by making informal judgements as they observe them during lessons and at other times during the school day. Progress in PSHE education should be recorded and reported to parents as part of the child's annual school report.

Prepared by PSHE Leader: H.Halai

Date: September 2023

Review Date: September 2025