



## PSHE POLICY

Document Status	
Authors	Helen Solomons, Kate Young and Helen Cosby
Approval Body	SLT

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

## **VISION**

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. PSHE gives children the confidence to tackle many of the moral, social and cultural issues that are part of growing up. It provides children with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. It is closely linked with Values-based Education, British Values and the National Healthy Schools Programme.

## **INTENT**

Through our PSHE curriculum we intend for our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Stay as healthy as possible
- Keep themselves and others safe
- Demonstrate values in all aspects of their lives
- Be happy, confident and considerate towards others
- Demonstrate high standards of behaviour
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own abilities and those of others

## **TEACHING AND LEARNING**

Our school curriculum and ethos promote spiritual, moral, social and cultural development and equips children with the knowledge, skills and attributes they need to manage their lives, now and in the future. Greenleas is a Values School and the children's understanding and living of our school's values is an integral part of PSHE teaching and learning. Each month a new value is introduced during the Values Assembly, knowledge of that value is then extended each week through singing and class assemblies, PSHE lessons and circle times, and is embedded throughout school life.

Our PSHE curriculum follows the guidance, programme of study and resources provided by the PSHE Association as recommended by the DfE. The PSHE curriculum is based on three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Health and Relationships education became statutory for all schools from September 2020. This updated part of the PSHE curriculum equips children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

In the Early Years, PSED (personal, social and emotional development) is one of the prime areas of the Early Years Foundation Stage and is closely aligned with the PSHE curriculum of Key Stage 1 and Key Stage 2. As well as being integrated within the curriculum, it is taught through discreet circle time sessions. In KS1 and KS2, PSHE sessions are timetabled weekly, and additional opportunities are incorporated across all curriculum subjects. A range of teaching strategies are employed including circle time, role-play and discussion.

Children participate in whole school events such as Walk to School Week, Road Safety Week, British Values/UK Parliament Week, Anti-Bullying Week and Healthy Schools Week. Elected school council members are actively involved in promoting PSHE and Values Education, as are Play Leaders.

Working with parents is a vital part of the Greenleas' approach to PSHE and Values Education, and this is reflected in our annual home-school agreement. Parents are regularly invited to join events in school, including class assemblies and workshops. A weekly newsletter informs parents of events and developments, and also celebrates children's successes. Parents are encouraged to share examples of how their children live the school values at home.

### **Children with SEND**

If appropriate, children with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted to suit individual's needs. Teachers and/or learning support assistants work with individual children where required.

### **ASSESSMENT**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all children in their class and lessons are structured with opportunities for Assessment for Learning throughout. Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and self-assessment. Assessment information is then used to inform planning and complete the evaluation cycle.

### **MONITORING AND EVALUATION**

PSHE Subject Leaders will:

- conduct on-going subject monitoring and work scrutiny to ensure curriculum coverage,
- monitor whole school planning (short, medium and long term),
- collect evidence of good practice (e.g. photographs, displays),
- support teachers e.g. co-planning, team teaching, observations and feedback,
- review resource provision,
- evaluate implementation of the PSHE policy throughout school.