

# Oak Meadow Primary School

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## Policy: Personal, Social, Health, Education

*From tiny acorns mighty oaks grow.*

Approval Date:	December 2019
Signature:	
Review Date:	December 2022

**Policy Name:** PSHE

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**Creation Date:** 03/11/19

**Review Date:** 03/11/21

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## **Curriculum Statement**

### **Intent**

At Oak Meadow Primary School, we feel personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of society. It helps them to develop personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate and respect what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We also instill the importance of being a caring global citizen and ensure that our children recognise the importance of respecting and protecting the environment. We deliver a PSHE curriculum that is accessible to all pupils which promotes their spiritual, moral, social, cultural, emotional and physical development. We ensure that our children understand how to maintain healthy relationships, how to stay safe and how to develop healthy relationships both now and in their future lives.

### **Implementation**

PSHE lessons are taught weekly and the PSHE school curriculum focuses upon three core learning themes: health and wellbeing, relationships and living in the wider world. Each half term has a unit theme: Autumn 1 Back to School, Autumn 2: Anti:Bullying and Getting on with Everyone, Spring 1: Dealing with Feelings, Spring 2: Growing Up and Relationships, Summer 1 Money and Me and Summer 2 Healthy Eating/Keeping Safe. Topics such as relationship and sex education, body changes, drug, alcohol and tobacco education are taught to an age appropriate level. The PSHE Curriculum also identifies cross-curricular links to British Values, each year group's Cultural Capital Journeys and the Well-Being passport. Lessons involve class discussions and group activities and evidence of the work completed is often gathered into a class floor book so that the focus is on the discussions and the children's understanding of what is taught and not on the written aspects. Our assemblies also regularly carry a PSHE theme.

### **Impact**

The effective teaching of PSHE will impact upon the pupils in the following ways:

- They will develop positive and healthy relationships with their peers both now and in the future.
- They will understand the physical aspects involved in Relationship and Sex Education at an age appropriate level.
- They will have respect for themselves and others.
- They will value the implications of living in a diverse society.
- They will have positive body images.
- They will understand a range of emotions and how to deal with them.
- They will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

## **Skills Progression**

The curriculum is intended to focus on essential core subject knowledge and skills. As a school, we have worked hard to ensure the progression of skills for each subject from Early Years to Upper Key Stage 2. Our Skills Progression documents show the year group expectations in every subject and set out what will be taught in each year group based on the 2014 National Curriculum. Please refer to Appendix 1 for the skills progression for PSHE.

## **Assessment**

PSHE is assessed in a variety of ways. For example, children may be asked to complete a TRUE and FALSE quiz following on from a piece of work of discussion such as the changes that happen at puberty to identify what has been learnt and to determine whether there are still any areas of confusion or gaps in learning. Children may be asked to complete before and after statements such as 'One new thing I have learnt today is...' or 'One piece of advice for staying safe is...' and these will be recorded in the PSHE floor book. Children will also be assessed against the WELL passport objectives and will achieve the bronze award at the end of Key Stage 1, the silver award at the end of Year 4 and the gold award at the end of Year 6.

## **Early Years**

In the Early Years Foundation Stage, PSHE is taught through the prime areas of learning referred to as personal, social and emotional development (PSED) and Physical Development (PD). We follow the Development Matters Early Years Curriculum which supports children in acquiring a succession of stepping stones that will enable them to achieve their Early Learning Goals in the following aspects: making relationships, self-confidence and self-awareness, managing feelings and behaviour and health and self-care.

## **Cross- Curricular Links**

PSHE is a subject that touches on many other areas taught in schools such as Science (keeping healthy), Religious Education (respecting the beliefs of others), Computing (E-safety) Geography (environmental change and deforestation), Art and Design (expressing ideas and feelings). Cross-curricular outcomes are identified prior to teaching.

## **SMSC Development**

PSHE gives students the opportunity to explore values and beliefs and to respect the views of others. We give children the opportunity to understand their feelings and emotions and recognise ways in which they can deal with them in order to lead emotionally healthy lives. Moral education in PSHE provides opportunities for children to recognise the implications of their own actions and the actions of others and they are able to reflect on issues such as bullying and stereotyping. Social education in PSHE aims to improve children's sense of identity and community in a global world. We teach our children to appreciate other cultures, understand, accept, respect and celebrate diversity.

## **Diversity**

Through PSHE, children learn about the diversity of the world in which they live - national, regional, religious and ethnic identities; teachers encourage pupils to think about political, spiritual, moral, social and cultural issues, problems and events and to use their imagination and develop empathy to consider other people's experiences.

## **Planning and Resources**

PSHE resources are stored centrally in the cupboard behind the photocopying room. The library contains a range of books to support children's individual research and further reading. Children can also use ICT resources, which will be signposted by teachers.

## **Subject Essentials**

During the year children will have completed all objectives within each theme for their year group. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in floorbooks – this will include a variety of recording methods such as QR codes, photographs, post-it notes etc. Not every lesson will lend itself to written evidence.

## **Role of the Subject Leader**

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression so that the key knowledge and skills identified within each theme are secure at the end of each year group.
- To monitor books and ensure that a range of themes and skills are being taught.
- To monitor planning.
- To lead further improvement in and development of the subject.

## **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for.

## **Inclusion**

All pupils are entitled to access PSHE at a level appropriate to their needs. Tasks are well-adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults, who are deployed effectively, to ensure that identified children are able to make progress in each curriculum area in order to reach to their full potential.

## **Role of Governors**

Governors are responsible for ensuring the effective delivery of PSHE. The subject leader will ensure that the Governing Body is kept up to date with the actions and initiatives which are relevant to the subject. Action plans are shared with governors and the governors meet with subject leads and provide link governor reports to the governing body annually.

## **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as field trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place.