



PSHE Policy

Introduction:

This policy has been shared and approved by the teaching staff and school Governors.

At Fairlawn and Haseltine, the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports the schools in delivering the recommendations in the DFE Policy Statement on PSHE 2017

Aims:

PSHE education at Haseltine and Fairlawn aims to:

- Develop children's understanding of appropriate relationships, recognising unhealthy relationships and learning to deal with conflict.
- Promote emotional and physical well-being and health (including mental health, knowledge of the effects of drugs and alcohol, personal safety and resilience).
- Prepare for life in modern Britain (including aspects of careers, economic understanding, financial capability at an age-appropriate level).
- Understand how to make a positive contribution to society (including caring for the environment, how to be a responsible citizen).
- Understand the different aspects of bullying and e-safety.

(see also S.R.E policy and curriculum for specific aims)

PSHE education is guided by the values which form the core ethos of each school (see school curriculum).

Content:

Early Years Foundation Stage -

In the Early Years Foundation Stage, PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

KS1 and KS2 -

The PSHE curriculum divides the year into termly/ half-termly focuses. The work of the Learning Mentor supports the delivery of the PSHE curriculum as needed for groups or individuals. Class teachers may approach the PSHE leader to discuss how to meet the needs of children.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

Planning:

Class teachers plan for PSHE in accordance with the PSHE curriculum. This is usually done in year groups.

They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- setting different tasks within sessions;
- using resources appropriate to each individual.

Implementation:

PSHE will be delivered by the class teacher with the support of the PSHE leader as necessary. Visiting professionals may provide talks/workshops to pupils. PSHE values may also be introduced in and explored within both whole school and Key Stage assemblies.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the Pupil Parliament and are encouraged to express their opinions.

Assessment:

At Fairlawn and Haseltine, teachers integrate effective AfL in all areas of the curriculum and form assessments through their interactions with children in lessons. In PSHE, this specifically involves:

- assessing all children's starting point during the first lesson on a value or theme;
- planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- implementing assessment-based planning so that lessons consistently meet children's needs;
- using self and peer assessment to involve children in understanding their own learning and next steps;

Equal Opportunities:

Within PSHE, staff set high expectations and provide opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils' current attainment level, and care is taken that the learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

Policy written by: Rachel Whitely

Checked by Governing Body: Yes

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