

Murrow Primary Academy

PSHE Policy



1. Introduction

Our PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Murrow Primary Academy and supports our school Vision and Aims to prepare our pupils for life ahead, with aspirations and a solid understanding of how they can achieve their potential through the opportunities, responsibilities and experiences of later life.

We follow a programme of study developed from the PSHE Association's Primary Scheme of Work, which is recommended by the Department for Education.

Our programme of study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

PSHE in the Early Years Foundation Stage focuses around the Prime Area of Personal, Social and Emotional Development within the Statutory Framework for the EYFS.

Relationships and Sex Education is taught as part of PSHE and also the Science curriculum – see separate policy for information specific to this area of PSHE.

2. Teaching and Learning

PSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children develop ground rules together, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

We value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding. Our approaches to teaching and learning consider the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHE curriculum. In relation to those with SEN, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

Implementation

We teach PSHE & RSE in a variety of ways. We have dedicated curriculum time/lessons, where the lessons are delivered by the class teacher, using the scheme of work. The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into four topic areas:

Core Theme 1: Health and Wellbeing

Topic areas:

- Safety First

- It's My Body
- Think Positive
- Growing Up

Core Theme 2: Relationships

Topic areas:

- TEAM
- VIPs
- Be Yourself
- Digital Wellbeing

Core Theme 3: Living in the Wider World

Topic areas:

- Aiming High
- One World
- Diverse Britain
- Money Matters

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

PSHE is also covered through other areas of the school's curriculum; e.g. Religious Education.

In addition, PSHE is developed through whole-school activities and events:

- A residential visit every other year, for Years 5 and 6, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Assemblies including and not limited to: Black History Month; safety around animals; mental health awareness etc.
- Themed weeks; our children take part in themed weeks and whole school events, including 'Our World' week focusing on environmental issues.
- Visiting speakers.
- A variety of clubs.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development.

3. Monitoring and Assessment

Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments. We often record children's work in PSHE in a class book with photos and results of group discussion and the teacher records work completed.

Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at, above or below the expected level. Children are supported to participate in this process appropriately for their age and ability.

4. Leadership and Management

There is a subject leader for PSHE who is responsible for:

- producing an action plan and for the implementation of the PSHE policy across the school.
- offering help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of PSHE.
- maintaining resources and advising staff on the use of equipment.
- monitoring classroom teaching or planning following the schools rolling programme of monitoring.
- leading staff training on new initiatives.
- attending appropriate in-service training and keeping staff up to date with relevant information and developments.
- keeping parents and governors informed on the implementation of PSHE in the school.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE leader/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE Leader parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Date of next review: May 2024