



The Oaks Primary School  
Bringing Learning to Life

## PSHE Policy

Personal, Social and Health Education (PSHE) is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain.

This policy has been produced in response to the National Curriculum Framework (2013) for PSHE and RSE (2019).

Due to the diverse nature of PSHE this policy should be read in conjunction with the schools policies on: Relationship and Sex Education (RSE), Health and Safety, Child Protection, Inclusion, Bullying, R.E, Rewards and Sanctions and P.E.

### Intent

Our PSHE education programme is underpinned by our school values of happiness, appreciation, courage, respect, kindness and honesty. It fulfils our school ethos of 'bringing learning to life'. We intend to meet this by helping pupils make connections between their learning and 'real life' behaviours.

- To promote the personal and social development of our pupils.
- To provide opportunities for all children to learn and to achieve.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school.
- To establish opportunities for increased pupil involvement in the life of the school.
- To help our children to develop self confidence and a feeling of worth.
- To encourage our children to make healthy, informed choices about their lives.
- To help pupils identify ways of responding to peer group pressure.
- To develop a caring and considerate attitude towards themselves and others.
- To develop a caring attitude to the environment.
- To help our pupils to understand and manage their feelings.
- To promote the well-being of pupils at the school.
- To understand how society works; rights and responsibilities.
- To provide opportunities for all children to develop their own financial capabilities.

### Implementation

PSHE at The Oaks will be taught under three overarching areas:

- Relationships (including the 2020 RSE statutory expectations)
- Health and Wellbeing
- The Wider World

All teachers will be involved in the planning of PSHE, delivering the subject through a balanced range of teaching methods and strategies. Whole school overviews, themes and objectives can be found on the schools shared network under: All Staff~Curriculum and Assessment~PSHE~Curriculum and are heavily influenced by the PSHE Association.

The successful teaching of PSHE is achieved through a variety of forms:

- Discrete curriculum time when appropriate – equivalent to at least one hour per week every other half term.
- Teaching PSHE through other curriculum areas.
- Through school events.

Our provision is further enriched through Philosophy for Children sessions, assemblies, extra-curricular activities, school visits, external contributors and speakers, school and eco-council

meetings, playtimes, special events in school, and day to day interaction between members of the school community.

Recording for this subject will be in whole class Learning Journeys, children's individual Jigsaw Journals and Seesaw. However, it is understood that due to the nature of the learning, many sessions may be oral and without written recording.

PSHE learning is linked to other subjects in the curriculum and therefore may be taught alongside or through other topic areas. For example, pupils may learn about the biology of reproduction through the science curriculum but PSHE gives pupils the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their present and future lives.

In the course of PSHE lessons, children may indicate in some way that they are vulnerable or at risk. We will ensure that if a pupil makes a disclosure, they will get the appropriate support by following the necessary protocols through liaison with the Schools Designated Safeguarding Lead, currently Mrs Jo Grundy, Head teacher.

We will ensure that lessons, including those on risky behaviours, remain positive in tone. If necessary, staff may feel they need to ask a pupil to wait for an answer. For example, 'That is a really interesting question but I need time to think because I want to give you a correct answer.'

### Assessment

Teachers will assess the children's learning in PSHE by making judgements as they observe them during lessons and review their recorded learning. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year, as outlined in The PSHE Curriculum. Teachers will evidence children's learning and progression on an assessment grid on the school network, deciding if children are emerging, developing or meeting their age related expectations. Attainment in this subject will be integrated into reports to parents in the end of year written report.

### Impact

As a result of our PSHE programme of learning, pupils will:

- use role play and drama activities to ensure equality of access to a diverse range of language and literature.
- see the diversity of human experience and understand more about themselves as individuals and members of society.
- understand that people involved in the same historical event had different experiences and views and developed a variety of different story versions and interpretations.
- challenge stereotypical views relating to gender, age and health.
- focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.
- provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs in a safe and supporting environment. Every effort will be made by all teachers to include all children in every lesson, regardless of ability, ethnicity or gender, responding to pupils' diverse needs and setting suitable challenges.

All subject areas must ensure that resources provide a balance of examples of role models from diverse cultural backgrounds, that the past and present are reflected accurately, and that global links through electronic and other forms of communication are made.

## Review

This policy is available to parents and carers through the school office and website. It will be reviewed by Mrs Caroline Hesketh by June 2021 to ensure this policy continues to meet the needs of pupils, staff and parents and that it is in line with current DFE advice and guidance.

September 2020

Mrs C. Hesketh