



Personal, Social, Health and Economic Education (PSHE) POLICY 2021



Updated November 2021 to reflect changes in the EYFS curriculum and the statutory requirements in health and relationship education at KS1 and KS2.

1. AIMS

As part of a whole school approach we aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils.
- Develop pupils' knowledge, understanding and skills they need to manage their lives.
- Prepare pupils for the responsibilities, experiences and opportunities of later life.
- Encourage and support our pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society.
- Encourage and support our pupils to develop the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

2. STATUTORY REQUIREMENTS

PSHE is a non-statutory subject as stated in the New Curriculum (2013).

However, the curriculum framework document states that:

'All schools should make provision for PSHE, drawing on good practice.'

It should be noted that from September 2020 relationship and health education became compulsory.

The statutory requirements for the Early Years Foundation Stage are laid out in the Personal, Social and Emotional Development section of the Statutory Framework for the Early Years Foundation Stage (2021).

The Governing Body, receive reports at statutory meetings and through regular achievement and attainment committees on the progress of PSHE provision. A Governor has been linked to the subject in order to support progression across each year group.

3. SUBJECT ORGANISATION



There is a whole school approach to PSHE. It is embedded throughout the curriculum and school ethos. However, it is also taught discretely during group times in the EYFS and during focused PSHE lessons in Key Stage 1 and 2.

Foundation Stage

In Foundation stage PSED is a prime area. It is vital that pupils are secure in their PSED in order to enable them to feel secure and happy and therefore become confident and resilient learners.

The aspects of PSED are:

- Self-regulation
- Managing self
- Building relationships

The majority of learning is child-initiated/led as opposed to adult-led. Our EYFS team closely observe the pupils and follow/support each child's unique needs in the area of PSED.

Key Stage 1 and 2

In Key Stage 1 and 2 children develop their knowledge, skills and understanding of the following topics in PSHE as documented in the 1 decision scheme of work:

- Keeping/staying safe
- Keeping/staying healthy
- Relationships and sex education
- Being responsible
- British values
- Feelings and emotions
- Computer safety
- Our World
- The working world
- Fire safety
- Mindfulness
- First Aid

Within each year group the planning and learning is tailored/age appropriate to the needs of the children.

4. APPROACHES TO PSHE



Interactive teaching strategies, using both a whole school approach and discrete teaching in lessons are used to engage all pupils in order to raise PSHE attainment.

Children who require extra support in PSHE benefit from greater adult support and differentiated questioning, ensuring all children meet the learning objective at a pace and level unique to them.

5. CROSS-CURRICULAR OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links as PSHE should not be taught solely in isolation but should be embedded in all teaching across the curriculum/the ethos of the school. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired in PSHE throughout their learning and through their actions and choices. Teachers encourage pupils to become resilient, productive and responsible members of the school and the wider community.

6. THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of PSHE skills. ICT is used to enhance the teaching of PSHE and to give all children the opportunity to research and present their work. The use of ICT is cross - curricular.

7. ASSESSMENT AND TARGET SETTING

Work will be assessed termly using teacher judgement. The PSHE co-ordinator will analyse the assessment results, feedback the findings to staff and include these findings in the annual co-ordinator report.

8. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in PSHE according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

9. EQUAL OPPORTUNITIES

Jump Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.



In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of resources which represent the diversity and backgrounds of all our children.

10. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in PSHE through:

- monitoring and evaluating PSHE:-
 - pupil progress
 - provision of PSHE
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- Keeping up to date with recent PSHE developments.

11. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in PSHE. Parents are involved in:

- Events involving representatives from the local community, e.g. PCSO Hamer, visitors from Tesco, assemblies where the Mayor is in attendance and events involving visitors from Jump Chapel etc.
- Charity events.
- Road safety themed days.
- E-safety themed days.
- Anti-bullying themed days.
- School Fairs (where children have the opportunity to run stalls and develop their knowledge of enterprise).

There are opportunities each term when parents can discuss their children's progress with their teacher. Half termly curriculum letters provide information about the PSHE curriculum and how parents can support their children.

Strategies for supporting children are shared at INSET, staff meetings and with other schools in the local cluster. Moderation meetings are held in house and with other schools in order to standardise and ensure correct judgements are being made. The meetings are held as appropriate according to the focus of the school improvement plan.



Jump Primary School
2021
S Hartley

This policy will be reviewed according to the emerging needs of our school but at least every 3years.