

# Holy Trinity Church of England Primary School

*To be the best we can be: for God, for others and for ourselves*



## PSHE Policy

Policy to be reviewed as necessary within 3 years

Subject leader: L Bond

**Agreed by Governors**  
Spring 2021

**Due for Review**  
Spring 2024

## Vision

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

## Purpose and Aims of Personal, Social and Health Education

Our Programme of Study for Personal, Social and Health Education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing).

### **KS1 and KS2**

#### **Overarching concepts developed in PSHE at Holy Trinity CE Primary School**

1. **Identity** (children's personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A Healthy and Balanced life style** (including physically, emotionally and socially and relationships within work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different setting, including online and in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

### **Early Years Foundation Stage**

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Reception. Through the EYFS curriculum children are taught to play co-operatively, taking turns with others and to learn to show sensitivity to others' needs and feelings. Children are also shown how to form positive relationships with adults and other children and they talk about how they and others show feelings.

The programme 'Friendship Terrace' is used in the Autumn term of Reception to explore thoughts, feelings and ideas around making relationships through different characters. These characters are displayed in the classroom and revisited throughout the year. Where possible these concepts will be supported by age appropriate stories to enable the children to discuss various thoughts and feelings in relation to the stories they have heard.

Whilst learning about 'Understanding the World' children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur and talk about changes.

### **Organisation of Teaching**

The Personal, Social and Health Education curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so teachers and leaders know what we expect our pupils to achieve by the end of each topic, each year and each key stage. To meet the educational needs of our school community we have selected the following core knowledge concepts as a focus for our teaching. These are explored in increasing depth as pupils move through the school.

#### **Health and Wellbeing**

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

#### **Relationships**

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

### **Living in the Wider World (economic wellbeing and being a responsible citizen)**

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect diversity and equality and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping safe and the importance of managing it effectively
- The part that money plays in peoples' lives
- A basic understanding of enterprise

PSHE is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum such as science, computing and RSE (Relationship and Sex Education). The topics we teach are outlined in the curriculum map for Personal, Social and Health Education (see Appendix 1). This is published on our website.

To support the high quality knowledge rich teaching lessons we aim for, the school subscribes to the PSHE Association. All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

### **Knowledge Organisers**

Every topic has a knowledge organiser. This outlines the core knowledge taught within the topic, how many hours of teaching time allocated to the topic and the key vocabulary pupils are expected to understand and use, questions to explore and possible key texts that the children will become familiar with. Knowledge Organisers for PSHE will be kept at the front of class scrap books and shared with the children at the beginning of each PSHE lesson. Knowledge organisers may also be taken home to support learning. All knowledge organisers can be seen on the relevant class pages of our website. **Teaching Time**

Personal, Social and Health Education is allocated the following time on our weekly timetables. Timetables are published on our website every half term.

**Early Years Foundation Stage:** In the Foundation Stage '**Personal, Social and Emotional Development**' is a Prime Area of the curriculum. PSED is supported in all areas of learning including continuous provision and adult directed activities and will therefore be addressed daily. The discrete PSED session is up to 20 minutes per week.

**Key Stage 1:** In Year 1 and Year 2 PSHE lessons will be for 20-30 minutes

**Key Stage 2:** In Year 3 and Year 4 PSHE lessons will be for 30 – 40 minutes. In year 5 and Year 6 PSHE lessons will be for 45 minutes.

***NB Depending on the year group this can be once a week for a full half term or once a fortnight for a full term.***

### **The Teaching of Personal, Social and Health Education (Implementation)**

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to Personal, Social and Health Education.

- teacher instruction, explanation and modelling using resources such as the interactive whiteboard, online programmes and texts
- use of quality text books and other sources of information, including books in our school library
- exploration of artefacts available in school or sourced from local libraries
- pupil discussion, investigation and problem solving
- regular review of previous learning or linked topics to enable pupils to remember key concepts. This may involve quizzes or other games to help embed knowledge and vocabulary
- using drama, role play and art to express and explore pupils' knowledge and understanding
- recording learning in written form in scrap books and in the upper juniors personal logs, including opportunities to write at length
- trips to local places of interest or listening to visitors invited to school, for example, School Health Team ie hand washing, healthy eating, healthy teeth, supporting the teaching of Relationship and Sex Education, GANGS in Year 6 focussing on living in the wider world.

### **Resources**

Teachers use the following schemes of work to support the teaching of Personal, Social and Health Education

- Kapow

### **Recording Learning**

In Personal, Social and Health Education , pupils record their learning in the following ways:

- Class Scrapbooks

### **Meeting the Needs of All Pupils**

All pupils are entitled to a broad and balanced curriculum that meets their needs. Personal, Social and Health Education is taught in class groups with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class
- extra pre learning or overlearning of key knowledge before or after the lesson

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth
- ask pupils to apply their knowledge to a different situation
- go further by asking them to explain their thinking to others or present their findings to a group

### **Homework**

Homework is not usually given in Personal, Social and Health Education but children are encouraged to share their knowledge organisers at home with parents to generate discussions.

### **High Quality Teaching and Subject Knowledge**

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching Personal, Social and Health Education in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- face to face and online training
- latest research and guidance in the best ways of teaching Personal, Social and Health Education
- mutual support and discussion with colleagues, including joint planning and team teaching

In addition, the subject leader for Personal, Social and Health Education stays up to date with developments in the subject through leadership training, affiliation to the Southport Learning Partnership and support from other subject leaders locally and within the LDST.

### **Assessment (Evaluating the Impact of Teaching)**

Teachers constantly assess how far their pupils understand the key concepts they are teaching throughout lessons, mainly through questioning and observation. Quizzes and other games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

### **End of Term Assessments**

At the end of every term, teachers evaluate the achievement of each child in their class in Personal, Social and Health Education. They record this on a school data base. This helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap.

### **End of Year Assessments and Reporting To Parents**

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in Personal, Social and Health Education. A child's attainment in Personal, Social and Health Education reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.

In Reception class Personal, Social and Health Education comes under the Personal, Social and Emotional Development, Physical Development and Understanding the World areas of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

### **Monitoring and Evaluation**

The subject leader for Personal, Social and Health Education monitors teaching and learning regularly in accordance with the school's monitoring timetable. At set times during the year the subject leader evaluates the quality of teaching in Personal, Social and Health Education through:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils
- pupil conferencing
- surveys for pupils and/ or staff

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for PSHE is fully evaluated and published. In addition, the subject leader evaluates how far PSHE is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors.

### **Role of Governors (from September 2020)**

Every aspect within the school improvement plan has an allocated pair or small group of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims.

### **Appendix 1: Curriculum Map for PSHE**

## PSHE Curriculum Map

	<b>Autumn</b>	<b>Spring</b>		<b>Summer</b>
<b>Reception</b>	Living in the wider world Relationships Health and Well-being <i>(Kapow – My Family and Friends. Self-Regulation: Listening and Following Instructions)</i>	Relationships <i>(Kapow – Building Relationships: Special Relationships)</i>	Health and Well-being <i>(Kapow – Self-Regulation: My Feelings)</i>	Living in the wider world <i>(Managing Self – taking on challenges. Managing self – My Well-Being)</i>
<b>Year 1</b>	Relationships <i>(Kapow – Family and Relationships)</i>	Health and Well-being <i>(Kapow – Health and Well-Being. Safety and the Changing Body)</i>		Living in the Wider World <i>(Kapow – Citizenship)</i>
<b>Year 2</b>	Relationships <i>(Kapow – Family and Relationships)</i>	Health and Well-being <i>(Kapow – Health and Well-Being. Safety and the Changing Body)</i>		Living in the Wider World <i>(Kapow – Citizenship)</i>

<p><b>Year 3</b></p>	<p><b>Relationships</b> <i>(Kapow – Family and Relationships)</i></p>	<p><b>Health and Well-Being</b> <i>(Kapow – Health and Well-Being. Safety and the Changing Body)</i></p>	<p><b>Living in the Wider World</b> <i>(Kapow – Citizenship)</i></p>
<p><b>Year 4</b></p>	<p><b>Health and Well-being</b> <i>(Kapow – Health and Well-Being. Safety and the Changing Body)</i></p>	<p><b>Relationships</b> <i>(Kapow – Family and Relationships)</i></p>	<p><b>Living in the Wider World</b> <i>(Kapow – Citizenship)</i></p>
<p><b>Year 5</b></p>	<p><b>Healthy Lifestyles</b> <i>(Kapow – Health and Well-Being)</i></p>	<p><b>Living in the Wider World</b> <i>(Kapow – Citizenship)</i></p>	<p><b>Relationships</b> <i>(Kapow – Family and Relationships)</i> <b>SRE and Me</b></p>
<p><b>Year 6</b></p>	<p><b>Healthy Lifestyles</b> <i>(Kapow – Health and Well-Being)</i></p>	<p><b>GANGS Man</b> <b>(Living in the Wider World)</b> <i>(Kapow – Citizenship)</i></p>	<p><b>Changes</b> <b>(Relationships)</b> <i>(Kapow – Family and Relationships. Safety and the Changing Body)</i> <b>SRE AND ME</b></p>