



Hartwell Primary School

PSHE Policy

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Review date: Autumn 2022

Subject Intent

At Hartwell, our children's wellbeing, happiness and safety are our first priority. Our personal, social and health education programme (PSHE) promotes our children's personal, social and economic development, as well as health and wellbeing. Due to this, our children gain the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Planning

We ensure that the key knowledge, skills and understanding, set out by the PSHE Association's programme of study, are taught through the following programmes of study across the school.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency and online safety
- Know how to manage change, including puberty, transition and loss.

Relationships

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

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.

- Have a basic understanding of enterprise.
- Understand British values.

As a starting point for our PSHE delivery and planning across the key stages, we use Scarf to ensure full coverage. Plans for each class can be found on-line at Coram Education/myscarf/suggested half-termly units, and on the T-drive.

Links with other school areas

PSHE is at the core of our school ethos and links to our school values which are instilled in every year group. Children have a clear understating of the 8 values (honesty, achievement, respect, trust, wisdom, enthusiasm, listening, kindness and care) and work consciously towards these as part of 'Award of the day' and 'Star of the week'. The progression of essential PSHE skills will be linked to our school values to demonstrate how as a student, learnt values are promoted in the world around us.

Programme of study

Each year group follow the same structured half-termly lessons:

- Me and my relationships (including feelings/emotions/conflict resolution/friendships).
- Valuing differences (including British Values).
- Keeping myself safe (including aspects of relationship education).
- Rights and responsibilities (including money/living in the wider world/environment).
- Being my best (including keeping healthy/growth mindset/goal setting/achievement).
- Growth and changing (including RSE related issues).

Teaching and learning

The objectives for each lesson are shared with the children at the beginning of each lesson and reviewed throughout. The children's involvement and interaction are an integral part of our approach to teaching and learning. PSHE provision will be delivered at a class level and within in a whole school approach. Methods will include:

- Dedicated curriculum time.
- Teaching PSHE through and in other subjects/curriculum areas.
- Specialised assemblies.
- PSHE activities and school events e.g. Wellbeing days.
- Pastoral care and guidance.

- Visiting speakers.
- Circle Time and guidance as situations arise.
- School Events and Extra Curricular Activities e.g. Mindfulness club.
- School Council and Pupil Voice.

In addition, Hartwell will continue to promote pupils' spiritual, moral, social, and cultural (SMSC) development, promoting fundamental British Values, support by Scarf and delivered through various channels as stated.

Differentiation

At Hartwell our expectation is that all children should be able to access the knowledge, skills and understanding regarded in PSHE. The expectations/outcomes are shown at the end of each unit, highlighted within the medium term planning. Tasks are differentiated according to the individual needs of the children in the short term planning. These are reviewed and adapted accordingly. Differentiation may be planned by the task, supported through questioning or guidance or by outcome, Any additional provisions, as recommended by the Inclusion leader, will be noted on the short term planning.

Assessment, recording and reporting

Pre and post assessments are key to establishing the knowledge and skills gained for each child and will take place prior to the start of a new unit and at the end. In addition to this, teachers ensure that any significant features of a child's learning are noted on short term planning. All assessments are kept to ensure informed reporting is accurate.

Evidence of PSHE is recorded in a variety of forms including:

- Photographs
- Post-it notes
- Journal records

Written work may not always be appropriate and staff use their professional judgement to gage this.

The individual child's attainment is measured against the unit's key learning outcome statements through I can statements and summative assessment is measured and against the National Curriculum's programme of study, shown on Target tracker.

Monitoring and Evaluation

A variety of strategies are used in the monitoring and evaluating of PSHE throughout the school including:

- Analysing data on Target Tracker
- Discussions with class teachers
- Journal share
- Pupil voice

Professional development

Staff training needs are identified and included in the school Improvement Plan and PSHE subject Development Plan as appropriate. Staff are responsible for highlighting areas of professional development through staff discussions and questionnaires. Additional whole staff training is delivered by the PSHE lead and outside agencies as required.

Health and safety

All activities and visits are assessed for possible dangers and appropriate measures (risk assessments/safe guarding procedures) are taken to ensure the safety of those involved.