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Staff Responsibility:	Lisa Thackway
Linked policies:	Anti-Bullying Policy and ICT policy. Safeguarding/Child Protection, RSE Policy
Signed by chair:	
Date:	

PSHE Policy

Mission statement.

At Boarshaw we aim for all pupils to develop their confidence and feel positive about their own individual abilities. Pupils will be provided with vast opportunities to help raise self esteem. We will ensure to provide that all pupils have the prospect to play a positive role within school and the wider community. Boarshaw aims to educate children into model citizens, who are aware of their rights and responsibilities and are able to form good relationships with others. Pupils should value all individuals and show respect towards differing cultural beliefs. We will encourage all children to engage in a healthy and active lifestyle. The importance of a healthy diet and exercise will be emphasised. Fundamental to everything we do at Boarshaw Primary is an overarching aim to ensure we have a caring and inclusive community where safety is key, everyone is equal and everyone matters. Whilst we aim to teach PSHE discretely through our broad curriculum, assemblies and other educational activities, we also ensure that we have dedicated PSHE lessons which progress from EYFS to year 6.

Our Aims.

Intent

At Boarshaw Primary School, we aim to promote pupil's personal, social, spiritual and health education, as well as their emotional development and well-being. We build on statutory content already outlined in the national curriculum and in statutory guidance and follow the 'SCARF' scheme of work to provide consistency throughout our school, support staff with subject knowledge and reduce teacher workload. We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. This enables them to learn life skills to assist their personal, spiritual and physical growth. We explore the changes that everyone undergoes to deal with today's society and give pupils an understanding of the rights and responsibilities that are part of being an outstanding citizen.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In addition, our PSHE curriculum incorporates an age appropriate understanding of RSE, as set in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

The subject leader is responsible for ensuring a whole school progression is outlined from EYFS to year 6 and ensure teachers use a long term PSHE programme to equip pupils with an age-appropriate, sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Each phase builds on the vocabulary, knowledge and skills taught in the previous to allow children to acquire further knowledge, know more and remember more.

Implementation

At Boarshaw PSHE plays a vital part of primary education and is integrated throughout our curriculum. In addition, we ensure that children receive regular PSHE lessons which focus on key objectives and skills. Teaching and learning in the classroom shows progression across all key stages within the PSHE core themes; Me and my Relationships, Valuing difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best, Growing and Changing. RSE is threaded through these core themes but is at the heart of two core themes (Me and my Relationships and Growing and Changing). The curriculum at Boarshaw identifies links to British Values, SMSC and key skills into the curriculum. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class and we encourage this where possible.

PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. Each week, we focus on a key current affair through our 'Picture News' learning. This starts with Key Stage assemblies and then each class takes part in follow up activities at an age appropriate level in their classes. Where whole school assemblies cannot take place, class assemblies take place. At Boarshaw picture news develops a range of personal, social, spiritual, moral and cultural skills that equip children for life in modern day Britain.

The subject leader is responsible for monitoring the quality of teaching and learning of PSHE from EYFS to year 6. The subject leader has a detailed action plan which is reviewed termly. Regular staff updates, CPD and support is offered to staff in order to guide their planning and teaching of PSHE.

Impact

The subject leader is currently working alongside staff to develop the PSHE curriculum further to ensure that the children at Boarshaw receive an in depth curriculum with plenty of opportunity to revisit, review and remember what they have learnt. At Boarshaw it is paramount that children have opportunity to implement their personal, social, health and emotional learning in everyday situations and we encourage, where possible real life context to be given. In our most recent OFSTED inspection it was reported that: "This is a caring school where pupils' spiritual moral, social and cultural understanding is developed well, through the promotion of the United Nations Charter of the Rights of the Child. Leaders promote equality for different pupils, irrespective of their gender identity. Pupils who have special educational needs and/or disabilities participate in the full range of activities and life of the school. All pupils are treated with understanding and respect." OFSTED report 2016.

Statutory requirements.

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. Health Education is also statutory in all schools.

We at Boarshaw Primary school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

PSHCE Curriculum Planning

We teach P.S.H.C.E. in a variety of ways. We build on statutory content already outlined in the national curriculum and in statutory guidance and follow the 'SCARF' scheme of work to provide consistency throughout our school Each class has direct teaching time (where the

SCARF scheme is followed), but much more of the work is ongoing throughout the day and incorporated in other areas of work. P.S.H.C.E. is happening at all times throughout the school day. The personal and social development of young people is the responsibility of all members of the school staff. Every member of staff is regarded as delivering aspects of the P.S.H.C.E. curriculum, including teaching assistants and clerical staff.

Cross curricular opportunities.

Where not directly taught as a discrete subject, P.S.H.E. is taught in the following cross-curricular areas:

- Literacy - enquiry/communication skills; stories illustrating aspects of P.S.H.E. (myths and fables); persuasive writing; letter writing (complaint)
- Numeracy - aspects of financial capability; probability; problem solving
- Science - drugs/medicines; healthy lifestyles; safety issues and care of the environment; animals including humans.
- Design and technology - health and safety; healthy eating; accounting for people's needs; generating ideas; use of technology.
- ICT – communication using the Internet, checking for appropriateness/relevance of sources, use/misuse of ICT. It is useful for children to record their learning and performances as they develop using digital cameras and iPads.
- History - use of resources; reasons for/results of historical events; situations and changes within societies; significant people, events, ideas and experiences from the past. • Geography - environmental issues; land use; locality studies; comparing localities.
- Art - reflecting on/responding to ideas and experiences through works of art, craft and design from different times and cultures.
- P.E. - health and safety; development of social and personal skills through team/individual activities; games and sports.
- Music - fully realising musical abilities; valuing the expression of cultural diversity.
- RE - moral beliefs values and practices that underpin and influence personal and social issues and relationships.

Assessment.

Teachers assess the children's work in PSHCE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work. These assessments will be recorded using whole school assessment trackers. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year. Children's progress in PSHCE will also be reported to parents through termly parents' days and end of year reports.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

Inclusion and equal opportunities.

All children matter and are given every opportunity to achieve their best. We achieve this by planning lessons which will meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

We meet the needs of all children by providing resources that reflect diversity and are free from discrimination and stereotyping, using a range of teaching strategies that are based on their needs and through ensuring access to every activity where it is safe and reasonable to do so.

Role of the subject leader.

The Head Teacher and PSHCE co-ordinator is responsible for monitoring the standards of children's work and the quality of learning and teaching. The Head Teacher and Co-ordinator supports colleagues in the teaching of PSHCE and citizenship by giving information about

current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

At Boarshaw Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our 'Families' as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme. Our PSHE subject lead, Lisa Thackway, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs. Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

Parental involvement.

Parental involvement is always welcome at Boarshaw. Parents are asked to help with their child's development by:

- Helping to set a good example to their children by showing respect to different cultural beliefs and encouraging their children to do the same.
- Ensuring the provision of a healthy and nutritious packed lunch for their child.
- Supporting activities and events in school which are linked to developing good relationships with the wider community.
- Watching Parent consultation on the school website to inform about new statutory requirements regarding RSE curriculum.

Conclusion.

Boarshaw aims to give all children good opportunities to learn, express their opinions and make choices which they see as appropriate. Children will be actively encouraged to participate in as many aspects of school, valuing themselves as individuals and members of a group. Children can feel good about their own lifestyles and feel safe when in school.