



Edleston Primary School

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PSHE Policy

To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the National Curriculum (NC) whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

To design, and resource, a religious, sex education (RSE) programme of work within the personal social and health education (PSHE) curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.

Intent

Through the teaching of PSHE here at Edleston Primary School, we aim to enable our children to become healthy, independent and responsible members of a society. We aim to help them understand how they are developing personally and socially, whilst tackling many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to

be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our intent is that we deliver an accessible curriculum to all, maximising the outcomes for every child, helping them to learn, remember and understand more about themselves, resulting in them being healthy, independent and responsible members of the society they live in. We support them to understand how they develop personally and social, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We teach a PSHE curriculum which we believe fosters learning, resulting in children acquiring the knowledge and skills that will enable them to access the wider curriculum, supporting them in becoming global citizens, and preparing them for the future roles they may fill within a global community. We aim to deliver a sex and relationships education (SRE) curriculum that will give our children the knowledge and confidence to keep their individual selves safe and healthy, and to understand ways to develop and maintain healthy relationships now and in their future lives.

Implementation

We teach a clear and comprehensive scheme of work in line with the NC, focusing on three core learning themes: health and well-being, relationships and living in the wider world. We also incorporate links to British Values, SMSC SRE and KiVa. The children will also take part in a weekly British Values whole school assembly. We have KiVa ambassadors in each KS2 year group, and the children know they can approach those children if they have any fears or concerns about antisocial or bullying behaviour in or out of school. Children will have access to key knowledge, language and meanings in order to understand and discuss topics taught in PSHE. Our whole school takes part in a daily golden mile physical activity, and we do once fortnightly Commando Joe missions in each year group. There is a clear and comprehensive sequence of SRE lessons taught from Key Stage 1 through to Upper Key Stage 2, that are planned explicitly within in each year group. Parents are informed of the content of the lessons their child will be taught, and are always welcome in school to discuss any questions or concerns they may have.

Foundation Stage.

We provide a safe, secure and happy environment where children can learn to the best of their ability. Personal, social and emotional development of our younger children involves helping them to develop a positive sense of themselves, and other people, and to form positive relationships developing respect for others. We encourage them to develop social skills whilst learning how to manage their own feelings. We will help them to acquire appropriate skills to understand acceptable and tolerant behaviour towards others. We support and promote children's aptitude to have confidence in their own abilities.

We will encourage children to try new activities and give their opinion on these, which will develop their self-confidence and self-awareness in new situations. We will help them to become more confident in speaking in a familiar group and encourage them to talk about their ideas,

allowing them to recognise and say whether they do or do not need any help. We will inspire children to learn ways to develop and manage their feelings and behaviour, through talking and showing positive ways they can conduct themselves. This includes managing consequences for unacceptable attitudes or actions. They will learn the importance of following rules, and that they can adjust their behaviour in different situations. Children will develop their skills to learn to play co-operatively, taking turns when appropriate. They will show sensitivity to others' needs and feelings and form deepening and positive relationships with adults and other children.

Impact

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. They will also show respect and consideration towards themselves, the school and the people who they share it with. We hope our children will make healthy choices about what they eat and drink and how they look after themselves. Our children are physically active for at least 30 minutes per day, outside of their normal routines, which will improve their stamina, strength and overall well-being. Our children will develop positive and healthy relationships with their peers and will develop strategies to diffuse challenging situations. They will have respect for themselves and celebrate a positive body image. Incidents of suspected or actual bullying will be addressed and with support, children will take an active part in helping to prevent or stop it themselves.

Monitoring

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits,
- meetings with the school parliament,
- sharing children's work
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,
- learning walks,
- pupil interviews,
- analysing data.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects; deepening and broadening their knowledge and understanding of concepts.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.