

Bramley Park Academy
PSHE Policy

Reviewed by Katherine Lamb

Introduction

Personal, social and health education (PSHE) enables children to become healthy, secure, independent and responsible members of society.

Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

The School will teach statutory PSHE (as of 2020) including Relationship education and health and wellbeing. In addition to this, the school will be teaching economic PSHE and the wider world.

This will also include how society is organised and governed and the process of democracy in school through the school council. The pupils learn about their rights and responsibilities.

The school promotes British values through PSHE. Children are taught about

- The rule of law
- Democracy
- Mutual respect and tolerance
- Individual liberty

They learn to appreciate what it means to be a positive member of a diverse multicultural school and wider society. It helps them to identify their values and work to live up to them.

Aim

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society;
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Objectives

- Know and understand what constitutes a healthy lifestyle;
- Understand what make for good relationships with others;

- Have respect for others regardless of race, gender, and mental and physical disability;
- Be aware of safety issues;
- Be independent and responsible members of the school community;
- 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;
- Appreciate and inherit the Bramley Park Academy core values within their own philosophy;
- Develop positive learning behaviours

Roles and Responsibilities

The PSHE Co-ordinator has the following responsibilities:

- To lead the bi-annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

The Governors have the following responsibilities:

- To ensure that an up-to-date PSHE policy is in place and is made available to parents and for inspection;
- To ensure that the PSHE policy and curriculum are in line with the non - statutory guidance in the National Curriculum 2014 and then the statutory guidance in the National curriculum that came into fruition in 2020.
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;

- Communicating with parents when appropriate/necessary.

Working with parents/carers

- We recognise that parents/carers are key partners in our delivery of a comprehensive PSHE programme for pupils at our academy. The PSHE we deliver is designed to support the important role of parents in the area;
- If parents/ carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

Learning and teaching

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, group-work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Children are encouraged to take part in a range of practical activities to promote active citizenship, making class rules; school council and by taking on roles of responsibility for themselves, for others and for the school.

Relationships, sex and health education

Relationship education is compulsory for all Primary aged children. See Relationship and sex education policy.

Special Needs

- We teach PSHE to all our pupils, regardless of their ability;

- Learning opportunities are matched to the individual needs of children with learning difficulties;
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Resources

All staff will be equipped with their own PSHE association login that has a bank of lesson plans, curriculum and resources to help and support them. We will also be linking topics to the Jigsaw scheme of work for a consistent approach throughout the school.

Assessment, Recording and Reporting

- Teachers assess the children's learning by making informal judgements as they observe them during lessons;
- We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage;
- Our Celebration Assembly celebrates personal achievements;
- Children are sent to a member of the Senior Leadership Team to share outstanding pieces of work and to receive a special award sticker for their merit cards.

Monitoring and review

- The Head Teacher and PSHE Co-ordinator will support colleagues in the teaching of PSHE by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school;
- All staff will be responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.
- Yearly QA cycle to monitor the teaching and learning of PSHE to determine next steps and actions.
- Staff meetings dedicated to improving the teaching and learning of PSHE termly.

Early Years:

In Early Years we aim to build a strong foundation rooted in academic success as well as moral and spiritual development so that ultimately our pupils can be successful and go on to be active citizens of society and happy, curious, life long learners.

In Early Years, PSHE is covered within the PSED element of the curriculum. We look at Personal, Social and Emotional Development and how we can support children and each other in developing good strategies to deal with all our feelings and everyday situations.

Pupils learn through a balance of child initiated and adult led activities and the timetable is structured to ensure children have regular sessions with a PSED focus. Practitioners ensure PSED opportunities are planned and offered to meet the needs of all children within the setting and activities and resources are accessible for children to access and use independently.