



# PSHE Policy

March 2023

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Chair of Governors Signature	
Date of Policy Spring 2023	Review Date Spring 2026

## Our vision:

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

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## Our intent:

Our intention at Woodborough Woods, is to provide our children with the knowledge, skills and attitudes that they need to effectively navigate the complexities of 21st Century life. Our curriculum will support our children to make informed choices around their health, safety, wellbeing, relationships and financial matters and will support them in becoming confident individuals and active members of society. Through our whole-school approach to PSHE, it is our belief that our children will have high aspirations, a belief in themselves and realise that anything is possible. Weaving through the heart of our PSHE teaching, is our commitment to enhancing and promoting our core values: Love, Respect, Peace, Kindness, Patience and Perseverance.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We actively promote British Values through direct teaching, discussions, assembly work, guest speakers, events and the ethos of the school. We teach our pupils how society is organised and governed. We also ensure that the children experience the process of democracy through participation in the School Council. We teach children about rights and about their responsibilities.

Our curriculum also incorporates an age-appropriate understanding of RSE (Relationships and Sex Education), as set out in the statutory guidance, which will enable all our children to be safe and understand how to develop healthy relationships, both now and in their future lives. Please see our RSE Policy for more detail regarding this.

## Statutory requirements:

As a primary school, we must provide relationships education to all pupils, as per section 34 of The Children and Social Work Act (Children and Social Work Act 2017,) and in line with the terms set out in statutory guidance . The DFE guidance (England 2019) expects schools to deliver work on puberty. However, we are not required to provide sex education, such as reproduction, but we do need to teach the elements of sex education contained in the science curriculum.

## Implementation:

At Woodborough Woods, we follow the Kapow Scheme of learning which provides our children with the knowledge, skills and attitudes that they need to effectively navigate the complexities of the 21<sup>st</sup> century. The lessons are taught on a weekly basis in Key Stage 1 and Key Stage 2 by the class teacher.

We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. For More Able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

We believe that every pupil should have the opportunity to achieve the highest possible standards. We ensure that all children, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality access to learning. The curriculum we offer within our PSHE lessons encourages children to develop the skills of critical thinking. We recognise that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities. We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.

The Kapow scheme of Learning for PSHE consists of five topic areas:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

Each topic is revisited every year to allow the children to build on their prior learning. The lessons also provide a progressive programme, which supports the PSHE Association's Programme of Study. Children across the school access a range of high-quality teaching and learning activities to ensure that all children are able to access the learning and make progress.

All lesson plans include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons include stories, scenarios, role-play situations and video clips, which provide the opportunity for children to engage in real-life and current topics in a safe and structured way. Teachers are also encouraged to adapt activities accordingly for their classes.

## PSHE in EYFS:

In Foundation, PSHE is taught as an integral part of topic work and is embedded through the curriculum and daily routines. The objectives taught are from the Personal, Social and Emotional Development Statements from 'Development Matters in EYFS'. Examples of how we support the personal, social and emotional development of our pupils in reception are:

- use of a buddy system with Year 6 pupils to build constructive and respectful relationships

- modelling daily routines and practices that support good personal hygiene e.g. washing hands before snack time, after toileting and when showing symptoms of illness
- use of activities which regularly involve sharing and cooperating with friends and peers
- use of circle times
- throughout the day, the children are encouraged to be responsible for putting away any resources they use and for keeping the environment safe and tidy for everyone
- evidence of personal, social and emotional activities will be evidenced different ways, including; teacher knowledge and assessments, in their general behaviour and engagement along with some evidence recorded in their topic books

## Enrichment opportunities:

As a school, we also have visitors, such as the emergency services and guide dogs, who come into school to complement our PSHE curriculum and offer additional learning opportunities. This could be through the use of assemblies or year group specific workshops. PSHE and British Values are also an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenge and nurtured.

## Roles and responsibilities:

Subject leader -

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

Staff -

- Delivering PSHE in a sensitive way.
- Modelling positive attitudes to PSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Pupils are expected to engage fully in PSHE and when discussing issues related to PSHE, treat others with respect and sensitivity.

## Training:

Staff are trained on the delivery of our PSHE curriculum during our CPD calendar.

## Monitoring arrangements:

The delivery of PSHE is monitored by Amy Whittaker (subject lead) through:

- Staff surveys
- Checking planning across the school
- Learning walks

- Monitoring of PSHE folders
- Discussions with pupils
- Staff support (training and guidance)

This policy will be reviewed by Amy Whittaker. At every review, the policy will be approved by Duncan White (Executive Headteacher) and Linda Foster (Chair of Governing Body).