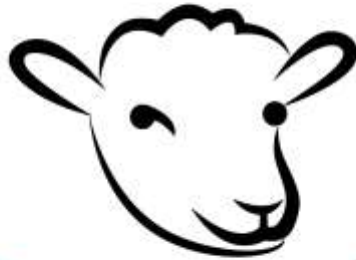


Policy & Procedure

Newcroft

Primary Academy



Aspiring for Excellence

Newcroft Primary Academy
Aspiring for Excellence

PSHE Policy

2017-2020

This policy is reviewed every three years and was agreed by the Governing Body of Newcroft Primary Academy in Spring 2017 **and will be reviewed again in Spring 2020**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Newcroft Primary Academy

PSHE Policy

Aims and Vision



In support of our Behaviour Policy, Teaching and Learning in PSHE should:

- deliver a planned and progressive PSHE curriculum that underpins these aims and prepares all pupils for the challenges that they will face in everyday life.
- provide a secure stimulating and exciting educational environment where all pupils thrive
- teach pupils to become independent learners
- guide pupils to make appropriate choices and take sensible risks.

The Teaching of PSHE

The PSHE curriculum provides experiences that will enable children to:

- develop self confidence - care for, respect, and value themselves
- care for, respect, and value others
- understand that growing up involves facing challenges
- understand that life involves making appropriate choices and taking appropriate risks
- understand that, with appropriate support from family, friends and teachers, they have to take responsibility for their own well being.
- The EYFS class incorporates PSHE within the learning goals of the Foundation Stage Curriculum - Personal, Social & Emotional Development, Communication Language and Literacy, and Knowledge and Understanding of The World.
- All classes from Year 1 to Year 6 have at least one specific PSHE lesson per week based on the Cambridgeshire Primary Personal Development Programme and other pertinent issues.
- The curriculum for each year is determined by the scheme of work (long term plans). This ensures continuity and progression throughout the school.

- In addition to the structured scheme of work aspects of PSHE can also taught throughout a wide range of subjects and as specific needs arise.

Values and Attitudes

Children should:

- work with others, listen to each other's ideas, and treat them with respect
- have opportunities to consider their own attitudes and values, and those of other people
- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available
- develop a respect for their environment and be encouraged to evaluate their own and others' effect or impact on it
- develop critical thinking in order that they can make sensible choices and become independent learners

Differentiation

- By recognising that some children who may need help with literacy skills may have more developed practical skills in 'designing and making' and tasks will be set appropriately
- By giving extra support to children who may, through poor motor skills or other reasons have less well developed practical skills and by giving extra opportunities for reinforcement
- By ensuring that pupils with particular ability and flair for PSHE are extended through the use of additional, more demanding, open ended tasks

Planning for Continuity & Progression

Planning in PSHE is done in three stages

- **Long-term planning** . This is the school's scheme of work and reflects the expectations of the National Curriculum. It has been agreed with the whole staff to ensure coherent, manageable teaching units. The long-term planning shows how these teaching units are distributed across the years of both Key Stages in a sequence that promotes curriculum continuity and progress in children's learning. Units may be linked with work in other subjects. (See Appendix 1 for Scheme of work).
- **Medium-term.** This is the responsibility of the class teacher. It identifies broad learning objectives for each unit and outlines tasks/activities which will enable these to be achieved.
- **Short-term.** This is the responsibility of individual teachers. These plans identify specific learning objectives and include details on differentiation.

Planning for Continuity and Progression

Long term planning reflects the needs of all children in relation to the National Curriculum. The long term plans shows how the teaching units are distributed across the years of both key stages in a sequence that promotes continuity and progression (see Appendix 1). Aspects of Personal, Social and Emotional learning are incorporated in the school's medium term plans; taken from the Cambridgeshire Primary Personal Development Programme materials and identify learning objectives and outcomes for each unit with suggested activities enabling these to be achieved.

Short term planning is the responsibility of individual teachers, who build on the medium term plans by taking account of the needs of the children in a particular class and identifying the way in which ideas might be taught to a particular cohort of children.

The following topic headings cover PSHE in the school (when looked at as a cross-curricular approach)

Cambridgeshire Primary Personal Development Programme: (whole school approach – all classes studying the same topics at the same time)

- *Citizenship*
- *Myself and my relationships*
- Healthier and safer lifestyles
- Economic wellbeing

In addition a unit on Say No to Bullying is taught to link in with anti-bullying week in November.

SCIENCE:

Phase 1 – Ourselves, Health and Growth

Phase 2 - Teeth and Eating, Moving and Growing, Keeping Healthy, Life Cycles

SEX and RELATIONSHIPS EDUCATION

All children in Years 1 – 6 cover age appropriate Sex and Relationships Education in the Summer term each year. (see Sex and Relationships Education Policy)

Assessment

The teacher will assess pupils' understanding of each topic as work is being taught. Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work and behaviour. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

The long, medium and short term plans provide a record of what is being taught in each year group.

Cross-Curricular Links

Cross-curricular links are made in all subjects

The Role of The Headteacher (when not the PSHE Co-ordinator)

In consultation with the PSHE Co-ordinator, the Head teacher:

- determines the ways PSHE should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that PSHE is used in a way to achieve the aims and objectives of the school;
- ensures that there is an PSHE policy, and identifies an PSHE co-ordinator.

The Role of the PSHE Co-ordinator

The PSHE Co-ordinator should:

- ensure the development of a scheme of work for the PSHE curriculum. This will follow the Cambridgeshire Primary Personal Development Programme.
- promote the integration of PSHE within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support;
- inspire colleagues to deliver high quality teaching and learning opportunities;

- lead INSET within the school, and investigate suitable courses elsewhere;
- act as a contact point between the school and support agencies, including the LA;
- provide technical expertise;
- write, monitor and evaluate an action plan for PSHE for the School Improvement Plan
- co-ordinate the evaluation and review of the school's PSHE policy.
- bid for & manage the budget for this curriculum area;
- monitor & review the PSHE provision within the school

Health & Safety

Health and Safety issues in PSHE include the safe teaching of appropriate procedures when dealing with equipment. The children are taught to be aware of their own and others safety at all times. Children also learn about e.g. hygiene, healthy diets, relationships, inappropriate use of substances etc.

Equality Statement

At Newcroft Primary Academy, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Whole school topic:		Citizenship	Myself and My Relationships	Healthy and Safer Lifestyles	Economic Wellbeing	Myself and My Relationships	Healthy and safer lifestyles
Reception	<u>Unit Title</u>	<u>Beginning and Belonging</u>	<u>My Emotions</u>	<u>Healthy Lifestyles</u>	<u>Me and My World</u>	<u>My Family and Friends (including Anti-bullying)</u>	<u>My Body and Growing Up</u>
	Themes Covered	<ul style="list-style-type: none"> • Being special • Setting goals • Working together 	<ul style="list-style-type: none"> • Understanding feelings • Managing feelings 	<ul style="list-style-type: none"> • Staying healthy • Healthy eating • Exercise, physical activity and rest • Choosing a healthy lifestyle 	<ul style="list-style-type: none"> • At school • At home • In the neighbourhood • Caring for living things • Financial capability 	<ul style="list-style-type: none"> • Families and other special people • Developing friendship skills 	<ul style="list-style-type: none"> • Understanding our bodies • Keeping clean • People who care for me • Growing up
Years 1 and 2	<u>Unit Title</u>	<u>Rights, Rules and Responsibilities</u>	<u>Me and My Emotions</u>	<u>Managing Risk</u>	<u>Financial Capability</u>	<u>Family and Friends</u>	<u>Sex and Relationships Education</u>
	Themes Covered	<ul style="list-style-type: none"> • Responsibilities • Understanding and developing rules • Democracy and decision making 	<ul style="list-style-type: none"> • Understanding and managing feelings • Getting support • Understanding and managing the impact of feelings • Calming and relaxing • Being assertive • Problem solving 	<ul style="list-style-type: none"> • Risky situations • Reactions to risk • Strategies in risky situations • Receiving and giving help 	<ul style="list-style-type: none"> • Financial understanding • Financial competence • Financial responsibility and feelings about money 	<ul style="list-style-type: none"> • Developing friendship skills • Valuing difference • Families and other special people • Getting support 	<ul style="list-style-type: none"> • The human life cycle • Growing up • Personal responsibilities • Parents, carers and families

Whole school topic:		Citizenship	Myself and My Relationships	Healthy and Safer Lifestyles	Economic Wellbeing	Myself and My Relationships	Healthy and safer lifestyles
Years 3 and 4	Unit Title	<u>Rights, Rules and Responsibilities</u>	<u>My Emotions</u>	<u>Managing Risk</u>	<u>Financial Capability</u>	<u>Family and Friends</u>	<u>Sex and Relationships Education</u>
	Themes Covered	<ul style="list-style-type: none"> Responsibilities Understanding and developing rules Democracy and decision making 	<ul style="list-style-type: none"> Understanding and managing feelings Understanding and managing the impact of feelings Concentrating on one emotion Getting support Impact of feelings on actions Calming and relaxing Being assertive Problem-solving 	<ul style="list-style-type: none"> Risky situations Reactions to risk Strategies in risky situations Receiving and giving help 	<ul style="list-style-type: none"> Financial understanding Financial responsibility and feelings about money Financial competence 	<ul style="list-style-type: none"> Developing friendship skills Valuing difference Families and other special people Getting support 	<ul style="list-style-type: none"> The human life cycle Growing up Personal responsibilities Parents, carers and families
Year 5	Unit Title	<u>Rights, Rules and Responsibilities</u>	<u>My Emotions</u>	<u>Managing Risk</u>	<u>Financial Capability</u>	<u>Family and Friends</u>	<u>Sex and Relationships Education</u>
	Themes Covered	<ul style="list-style-type: none"> Responsibilities Understanding and developing rules Democracy and decision making 	<ul style="list-style-type: none"> Understanding and managing feelings and the impact they can have Concentrating on individual emotions – boredom, worry and stress Problem solving Getting support Building confidence and being assertive 	<ul style="list-style-type: none"> Risky situations Reactions to risk Strategies in risky situations Receiving and giving help 	<ul style="list-style-type: none"> Financial understanding Financial responsibility and feelings about money Financial competence 	<ul style="list-style-type: none"> Networks of special people Understanding and valuing difference Coping with relationship issues Giving and receiving support 	<ul style="list-style-type: none"> The human life cycle Growing up Personal responsibilities Parents, carers and families

Whole school topic:		Myself and My Relationships	Myself and My Relationships	Citizenship	Myself and My Relationships	Healthy and safer lifestyles	Healthy and safer lifestyles
Reception	<u>Unit Title</u>	<u>Beginning and Belonging</u>	<u>My Emotions</u>	<u>Me and My World</u>	<u>My Family and Friends (including Anti-bullying)</u>	<u>Healthy Lifestyles</u>	<u>My Body and Growing Up</u>
	Themes Covered	<ul style="list-style-type: none"> Being special Setting goals Working together 	<ul style="list-style-type: none"> Understanding feelings Managing feelings 	<ul style="list-style-type: none"> At school At home In the neighbourhood Caring for living things Financial capability 	<ul style="list-style-type: none"> Families and other special people Developing friendship skills 	<ul style="list-style-type: none"> Staying healthy Healthy eating Exercise, physical activity and rest Choosing a healthy lifestyle 	<ul style="list-style-type: none"> Understanding our bodies Keeping clean People who care for me Growing up
Years 1 and 2	<u>Unit Title</u>	<u>Managing Change</u>	<u>Beginning and Belonging</u>	<u>Working Together</u>	<u>Anti-bullying</u>	<u>Healthy Lifestyles</u>	<u>Sex and Relationships Education</u>
	Themes Covered	<ul style="list-style-type: none"> Recognising and understanding change Coping with emotions in loss and change situations 	<ul style="list-style-type: none"> Making the classroom safe Building relationships Coping with new situations Sources of support 	<ul style="list-style-type: none"> Recognising and developing strengths and skills Developing communication skills Developing group work skills Applying communication and group work skills Evaluating communication and group work skills 	<ul style="list-style-type: none"> Defining bullying Causes and types of bullying How bullying makes us feel Responding to bullying Supporting others Creating safe environments 	<ul style="list-style-type: none"> Staying healthy Exercise and physical activity Healthy eating Choosing a healthy lifestyle 	<ul style="list-style-type: none"> Body knowledge Body functions and changes Body awareness and image Personal hygiene Illness/disease prevention

Whole school topic:		Myself and My Relationships	Myself and My Relationships	Citizenship	Myself and My Relationships	Healthy and safer lifestyles	Healthy and safer lifestyles
Years 3 and 4	Unit Title	<u>Managing Change</u>	<u>Beginning and Belonging</u>	<u>Working Together</u>	<u>Anti-bullying</u>	<u>Healthy Lifestyles</u>	<u>Sex and Relationships Education</u>
	Themes Covered	<ul style="list-style-type: none"> Identifying changes Recognising emotions in loss and change situations Coping with loss and change Planning for change 	<ul style="list-style-type: none"> Making the classroom safe Building relationships Coping with new situations Sources of support 	<ul style="list-style-type: none"> Recognising and developing strengths and skills Developing communication skills Developing group work skills Applying communication and group work skills Evaluation and feedback skills 	<ul style="list-style-type: none"> Defining bullying Causes and types of bullying How bullying affects us Responding to bullying Supporting others Creating safe environments 	<ul style="list-style-type: none"> A balanced and healthy lifestyle Physical activity Healthy eating Dental hygiene Making healthy choices 	<ul style="list-style-type: none"> Body knowledge Body functions and changes Body awareness and image Personal hygiene Illness/disease prevention
Years 5 and 6	Unit Title	<u>Managing Change</u>	<u>Beginning and Belonging</u>	<u>Working Together</u>	<u>Anti-bullying</u>	<u>Healthy Lifestyles</u>	<u>Sex and Relationships Education</u>
	Themes Covered	<ul style="list-style-type: none"> Identifying changes Coping with emotions in loss and change situations Ways to manage change 	<ul style="list-style-type: none"> Making the classroom safe Building relationships Coping with new situations Sources of support 	<ul style="list-style-type: none"> Recognising and developing strengths and skills Developing communication skills Developing group work skills Influences on decision making Developing awareness of strengths and skills in group work Developing perseverance Evaluation and feedback skills 	<ul style="list-style-type: none"> Defining bullying Causes and types of bullying How bullying affects us Responding to bullying Supporting others Cyberbullying Creating safe environments 	<ul style="list-style-type: none"> Healthy living Healthy eating Energy balance Physical activity Influences, choices and taking responsibility 	<ul style="list-style-type: none"> Body knowledge Body functions and changes Body awareness and image Personal hygiene Illness/disease prevention